

**INSTRUCTIONAL ELEMENTS DETERMINING LEARNERS' VERBAL
COMMUNICATIVE COMPETENCE DEVELOPMENT IN ENGLISH
LANGUAGE CLASSROOM INTERACTIONS IN SECONDARY
SCHOOLS IN TURBO SUB COUNTY, KENYA**

BY

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DECLARATION

Declaration by the Candidate

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 who is my first language teacher. She nurtured and taught me the essence of hard work. My father, Rev. Omuga Mbiti, for his spiritual and moral support.

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To begin, I am indebted to the All-Powerful God for empowering me to complete this study. Second, I am indebted to the management of Moi University for providing me with the opportunity to pursue this course. Thirdly, I owe a lot of gratitude to Professors Peter Barasa and Carolyne Omulando, my supervisors, for their helpful guidance, professional support, and encouragement throughout the study. Their expertise and practical advice contributed greatly. Fourth, I thank every one of the speakers and the staff in the branch of Educational program Guidance and Instructive Media for their collaboration and information that has assisted me with accomplishing my objective. Fifth, I would like to express my appreciation to my classmates for their assistance throughout this study. Sixth, I owe a lot to my wife Polyne Aladi for always reminding me to start this program and encouraging me to do so. May God bless you abundantly.

ABSTRACT

Learners with well-developed communicative competence are able to understand and effectively use language for communication purposes by forming and employing appropriate utterances. Though development of communicative competence is a key objective of learning English in secondary school, research points to the inability of secondary school learners to express themselves verbally in English. Therefore this study was an investigation into instructional elements that determine verbal communicative competence development of learners' in English during classroom interaction in Turbo Sub County in Uasin Gishu County. The research objectives were to: find out the type of teaching strategies employed by teachers to enhance development of learners' verbal communicative competence during classroom interaction; investigate the role played by the English language teachers in enhancing learners' verbal interaction in the development of communicative competence in the classroom; establish the availability and use of instructional material in enhancing learners' verbal communicative competence development during classroom interactions; determine how learners' attitude towards English influences their verbal communicative competence development in English during classroom interactions. This study was anchored on Lev Vygotsky's theory of language development which focuses on social learning and the zone of proximal development (ZPD), a level of development obtained when children engage in social interactions with others. It is the distance between a child's potential to learn and the actual learning that happens, thus the reference to classroom interactions for development of communicative competence. The study adopted descriptive research design which involved the convergent mixed methods approach. This involved simultaneous and independent data collection and analysis and merging the results for comparison and proper interpretation. A sample of 23 schools of the total number of schools was selected for the study. Stratified random sampling were used to group schools either as single gender or mixed. Simple random and proportionate samplings were used to choose 1 boy school, 1 girl school and 21 mixed schools. The respondents included 460 form three students and 23 form three teachers of English who were selected using simple random sampling. This totaled to a sample size of 483. Data collection instruments were: questionnaire for students, English language teachers and an observation guide. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using content analysis procedures. Findings indicated that preferred teaching strategies as: group discussions and debates while project work, simulations and fieldwork as rarely used. Teacher roles mainly involved giving instructions during the lesson, guiding discussions and encouraging learners to communicating English outside classroom. Learners' engagement involved singing, public speaking and group discussions. The commonly utilized instructional materials were textbooks. Most learners' negative attitude towards verbal communication was attributed to mother-tongue influence. The study concludes: learners were exposed to a limited range of teaching strategies, instructional materials and engaging teacher role thus acting as a hindrance to the development of their verbal communicative competence. The study recommends: teachers should strive to increase student class talk time, provide sufficient practice in speaking to achieve fluency using different kinds of texts written for different purposes. The study leads to an understanding of the learners' needs and attitudes, teaching materials and strategies that may enhance learners' verbal communicative competence development.

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ACRONYMS AND ABBREVIATIONS

8-4-4	8 years in Primary, 4 years in Secondary and 4 years in university
B.A	Bachelor of Arts
B.Ed.	Bachelor of Education
CAT	Continuous Assessment Test
CLT	Communicative Language Teaching
ELT	English Language Teaching
ESL	English as a Second Language
K.C.P.E	Kenya Certificate of Primary Education
K.C.S.E	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
K.N.E.C	Kenya National Examination Council
MoE	Ministry of Education, Science and Technology
PGDE	Post Graduate Diploma in Education
R.o.K	Republic of Kenya
SAGA	Semi-Autonomous Government Agency
SBE	Standard British English
SLA	Second Language Acquisition
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

Since how students behave and communicate in class has a big impact on what they learn, it is thought that understanding the dynamics of classroom communication is crucial. It takes proficiency in both the social and interactional facets of classroom languages to fully participate in activities. Therefore, in order for second language learners to participate in and benefit from their second language classroom experiences, they must possess verbal communication competency abilities.

The way, when, where, and reasons why students communicate in a second language in classrooms are inextricably influenced by differences in their linguistic and cultural backgrounds. Students may not learn much from their classroom experiences if they are not aware of the social and interactional standards that govern involvement in classroom activities. This is so because the processes dictate what opportunities for language learning arise. In light of this, this study aims to investigate factors that affect students' verbal communication skills in English during interactive learning activities in the classroom. Consequently, this chapter provides information regarding the study's history, problem statement, aims, research questions, justification, significance, assumptions, scope, and limitations, in addition to operational definitions of words and theoretical and conceptual frameworks.

1.2 Background of the Study

The Kenyan language policy, according to Kenyan constitution promulgated in 2010, stipulates that English and Kiswahili are the official languages in Kenya. First, English language is used, though not exclusively, in the three arms of the government

namely the judiciary, legislature and executive. Second, English language is the means of communication among the elite, especially those who speak different languages. Third, English language is a means of international communication linking Kenya with other parts of the world. Fourth, English 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, parliamentary debates, session papers, business contracts and advertisements all use English. Therefore, having a command of English may help one succeed in commerce, a variety of vocations, and be able to converse across racial and tribal boundaries. According to Otieno (1996), English's enduring importance is a necessity rather than a fluke, and it cannot be overstated. According to the Ominde Report of 1994, English should be the language of instruction in secondary schools and higher education, in our opinion.

The Ominde Report found out that English is an international language of great importance for economics, social and political development. The Kenyan secondary school English syllabus places an emphasis on the development of the four English skills listed below in order to prepare students for all of the aforementioned roles. Speaking, reading, writing, and listening. According to the English language syllabus for KCSE published in 2013 by the Kenya Institute of Curriculum Development (KICD), one of the goals of teaching English is to enable students to listen to and speak English intelligibly and fluently in a variety of contexts. Speaking English is also given a lot of weight in the regulations and syllabus for the Kenya National Examination Council (KNEC) from 2014 to 2019.

In this respect, the learner should be equipped with the ability, personal tool- a functional means of communicating facts, opinion and ideas about real issues to other

people. Hadley, McKenna and Rispoli (2018) 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, as indicated in KNEC report 2014-2019 in Table 1.1

Table 1.1: The performance of English in KCSE throughout the country

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2014	1	412499	60	29.02(48.37%)	8.80
	2		80	28.70(35.88%)	11.26
	3		60	19.97(33.28%)	6.30
	overall		200	77.68(38.84%)	24.28
2015	1	525621	60	29.37(48.95%)	8.28
	2		80	31.86(39.82%)	12.43
	3		60	19.35(32.25%)	6.13
	overall		200	80.58(40.29%)	24.40
2016	1	571644	60	29.15(48.95%)	8.15
	2		80	20.39(25.49%)	10.86
	3		60	18.52(30.86%)	5.23
	overall		200	68.06(40.29%)	22.03
2017	1	610084	260	25.89(43.30%)	w7.12
	2		280	28.24(35.30%)	w11.73
	3		460	19.42(32.37%)	w5.92
	overall		3200	73.55(39.77%)	w22.57
2018	1	659953	60	29.15 (48.58%)	8.51
	2		80	24.78(30.98%)	9.42
	3		60	18.85 (31.42%)	6.58
	overall		200	72.78 (36.39%)	22.27
2019	1	659953	60	29.00(48.00%)	8.23
	2		80	33.00(41.25%)	11.08
	3		60	20.00 (33.33%)	5.70
	overall		200	82.00(41.00%)	

Source: The Kenya National Examination Council, The year 2019 KCSE Examination Report.

From the table above, it can be observed that:

- (i) The subject mean rose by 5.48 from 68.06 with a standard deviation of 22.03 to 73.55 with a standard deviation of 22.57. The improvement, according to KNEC, was attributed to improved mean performance in Paper 2 and 3. Performance in Paper 1 declined by 3.26 points. The overall

performance still falls short of the ideal mean of 100 (50%), calling for innovation in curriculum implementation.

- (ii) Performance of candidates in paper 2 improved significantly from 20.39 in 2016 to 28.24 in 2017.
- (iii) Performance in Paper 3 improved 4 minimally by 0.9 points from 18.52 in 2016 to 19.42 in 2017.

The KNEC newsletters of 2014 - 2019 all testify that many candidates perform dismally in English at school. The most affected paper, according to KNEC report 2014-2019, is English Paper 1 which evaluates learners' functional skill. Due to this dismal performance, the ministry in charge of Education takes with seriousness development of the English language. It also places on the shoulders of English it is the responsibility of language teachers to train students to effectively communicate verbally and in writing. These skills are important to secondary school graduates who need them to further their studies and advance their career in various professions.

Research has been done on classroom interaction towards improving the performance of students in all subjects, English included. Tian and Dumlao (2020) concluded that according to classroom-based study, the mechanism of interaction in the classroom dictates the teaching and learning of the language learning resources are available to be learned from. As per a recent report by Njuguna that took a gander at the verbal study hall collaboration examples of home science optional teachers with their understudies in the Nairobi region, educators vigorously controlled the illustrations and concluded what sort of realizing was being finished. Subsequently instructing is instructor focused. Njuguna (2002) recognize that the embodiment of instructing is correspondence subsequently students are supposed to figure out how to impart.

Gathumbi (1995) in her concentrate on verbal talk occasions in a bilingual conventional setting in a few optional schools in Kenya viewed that as 75% of homeroom time was spent on educator talk students were simply latent beneficiaries of information.

Muthwi (1987) in his concentrate on verbal talk occasions and showing styles additionally figured out that educator talk was predominant with understudy - talk representing just 16% of the total talk. These examinations uncover the significance of interactional parade the study hall to the entire course of educating and learning. It is through these cycles that students get abilities and information in any subject. English language works with the collaboration cycle since it is the mode of guidance. Students need to take a functioning part simultaneously, yet from research discoveries, this has not been the situation. Students have been found to take aloof job during homeroom cooperation processes. This has been somewhat credited to absence of verbal open capacity which is accepted to be a fundamental part during the time spent second language procurement. Recent classroom-based research reveals that the practice of classroom engagement is more about developing second language communicative competence than it is about successfully participating in classroom activities. Therefore this study is an investigation into the elements influencing learner's verbal communicative competence development in English Language classroom interaction processes. Language is more helpful to the individual and their environment when it can be used to communicate.

As per Kenya Organization of Educational plan Improvement, the Adventure of the Service of Training that is responsible for making the Educational plan and Prospectuses for Schools, the essential target of English Language Educating at the

Auxiliary School Level is to help School Leavers in becoming Capable Communicators in the English Language (KICD, 2015). Therefore, Ministry of Education recommends using communicative language teaching (CLT) when teaching English. The Ministry of Education (MoE) does not provide any specifics regarding how this strategy ought to be implemented in schools. However, given that "English is the official language of communication in Kenya," it clarifies that communication must be prioritized. Additionally, it is the leading language for interactive communication. As a result, English masters benefit from numerous academic and professional advantages. The Secondary English Syllabus's objectives for ELT at the secondary school level also reflect the emphasis on communication (KIE, 2002). By the end of the course, it is expected of students that they will be able to:

- i. Listen attentively for comprehensions and respond appropriately
- ii. Speak accurately, fluently, confidently and appropriately in a variety of contexts
- iii. Read fluently and effectively and appreciate the importance of reading for variety of purposes
- iv. Promote efficient use of a variety of informational resources, such as dictionaries, libraries, and the internet.
- v. Use a range of sentence types and the right vocabulary.
- vi. Use both utilitarian and artistic writing to effectively communicate
- vii. Think creatively and critically

With reference to English language teaching methods that enhance learners' communicative competence, in Kenyan secondary schools, communicative Language Teaching plays pivotal role. It is one of the most well-liked developments in ELT

since the 1970s. A methodology sees correspondence both as a method and a point in language learning. The development of a learner's ability to use language in an accurate, fluent, coherent, appropriate, and meaningful manner is its primary concern. As per Savington (2002), the essential focal point of CTL has been to make sense of and execute prospectuses and systems that include understudies in exercises that work with correspondence as a technique to further develop their own open capabilities in light of the phonetic necessities and learning styles of the students inside their social, political, and instructive settings. This concentrate subsequently accentuated on laying out components deciding students' verbal open ability improvement in English Language during homeroom communications.

1.3 Statement of the Problem

Speaking English fluently is a highly regarded skill, especially in educational settings where English is the primary language of instruction. As a result, there is a huge demand for high-quality instruction, language teaching tools, and effective communication skills in both written and spoken English (Barasa, 2005; Richard, 2006). However, the incorrect spoken English that has been ingrained in society has caused issues among learners. It has been noted that the majority of school dropouts, college grads, working English teachers, and teachers of other topics do not speak English accurately, fluently, or in a suitable manner. (Maryslessor, Barasa & Omulando, 2014).

All secondary school pupils in Kenya are English language second language (L2) speakers. Because of this, it may be of concern if they communicate effectively and accurately in English, including using proper pronunciation, stress and intonation, rhythm, etiquette, interpretive reading, and delivering speeches that have been written

down. In her study, Mang'eni (2010) demonstrates that secondary school students in Kenya solely use standard British English in their classrooms. She also adds that exposure to target language in the classroom is limited to the time on the timetable and controlled by teachers who do much of the talking, yet the syllabus requires that the learner should be able to speak accurately, fluently, confidently, and appropriately in a variety of contexts.

According to the 2010 KNEC report (KNEC, 2010), "Overall performance was impacted by the double decline in papers 1 and 3." From 78.42 in 2009 to 77.36 in 2010, it decreased by 1.06 KNEC (2015) found that performance on English paper one, which measures functional skills, decreased by 4.7 points. This essay discusses a variety of topics, including prosodic elements, speech delivery, oral narrative narration, poetry recitation, etiquette, the use of the appropriate register, negotiation skills, turn-taking, and the use of non-verbal cues that enhance communication. In terms of the study area, the Turbo Sub-County English language performance at the KCSE in 2016, 2017, 2018, and 2019 was low. These years, only 12% (255) of candidates in the sub-County achieved a mean grade of C+ or higher at the KCSE in English (Uasin Gishu County Education Office, 2019).

The ability to communicate in a language makes it more useful to individuals and those around them. Research findings have revealed that knowledge of spoken language is easily transferred to the written medium than the converse (Kennedy, Dunphy, Dwyer, Hayes, McPhillips, Marsh, & O'Connor, 2012). Knowledge and use of the spoken language form the thrust of this investigation which focused on instructional elements determining learners' verbal communicative competence development in English Language classroom interactions in secondary schools.

1.4 Purpose of the Study

The main purpose of the study was to find out the instructional elements determining learners' verbal communicative competence development in English Language classroom interactions in secondary schools in Turbo Sub-County, Uasin- Gishu County, in Kenya.

1.5 Objectives of the Study

The specific objectives of the study were:

- i. To find out the type of teaching strategies employed by teachers to enhance development of learners' verbal communicative competence during classroom interaction
- ii. To investigate the role played by the English language teacher in enhancing learners' verbal interaction in the development of communicative competence in the classroom.
- iii. To establish the availability and use of instructional material in enhancing learners' verbal communicative competence development during classroom interactions.
- iv. To determine how learners' attitude towards English influences their verbal communicative competence development in English during classroom interactions.

1.6 Research Questions

The study was guided by the following research questions.

- i. Which types of teaching strategies are employed by teachers in enhancing the development of verbal communicative competence during classroom interaction?

- ii. What can an English language teacher do in the classroom to enhance learners' verbal interaction?
- iii. How is the availability and use of instructional material in enhancing development of verbal communicative competence of learners in English during classroom interactions?
- iv. How does learners' attitude towards English influence their verbal communicative development abilities in English during classroom interactions?

1.7 Significance of the Study

Kenyan schools use English as both a medium of instruction and an official language; it is additionally utilized at global levels during formal exchanges. Creating English open capabilities and capacities in learners is in this manner significant. An improvement will assist the educator coaches and educational plan designers to find out more about the nature and reasons for English language issues that examination concerning components that decide student's verbal open capability impact its open purposes and how to prepare instructors to assist students with conveying skillfully in English. Knowledge of these variables will prompt a comprehension of the student's requirements and disposition; showing materials and methodologies that might improve student's verbal open capability advancement. It is trusted that the aftereffects of this study will be taken advantage of for more proficient learning of the language overall. This will work on the nature of scholastic execution and adequacy of the learning circumstance.

Concentrating on techniques utilized by educators of English will assist educators with enhancing the procedures they use in homeroom and embrace those that advance

students association in the language pointed toward working on open ability. It's additionally trusted that the review will help educators of English to give favorable climate and circumstance to students to rehearse verbal utilization of English language. The Service of Schooling will likewise be roused towards upgrading actual offices, reading material and different media assets like T.V and general media machines in helping English to guarantee powerful execution of and inclusion of the schedule. On the off chance that proper measures are taken, Kenyan understudies will most likely procure both composed and spoken open skill 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 all subjects except in other languages.

1.8 Justification of the Study

The foundational quality of human existence is communication (Victoria, Rodman, & Nina, 2003) and the primary means of human communication is language (Clark, Escholz, & Rosa, 1994). The necessity for communication among global citizens has increased as the globe has become a global village, especially in fields like politics, academia, economics, technology, and culture. This has necessitated it because of the demand to adopt a common language in the global village and to facilitate communication between people of various linguistic backgrounds (McKay, 2002). Since English is one of the languages used for international communication, a global language is needed. The availability of prospects for job, travel, higher education, and even a better life can be ensured by proficiency in English. Access to printed and electronic information as well as higher education in many nations both depend on English proficiency. Mackay (2002, p. 214) goes further to affirm “knowledge of English is necessary for accessing many discourses at a global level from international relations to popular culture and academia.”

English is the official language in Kenya. Other than for courses in other languages, it is the primary medium of instruction in secondary schools, colleges, and universities. In addition to secondary institutions, primary schools provide English as a subject of study. English has enjoyed unparalleled privilege throughout the nation, particularly in education. Furthermore, as Barasa (2005, p. 44) notes, "The government has to pay attention to the importance of English language for literate Kenyans." This has a variety of effects on one's life. This concerns the significance of English to the educational system and its relevance to all students, regardless of their socioeconomic status. During the process, many students are disadvantaged because they lack proficiency in this language. Because of the wide range of implications, a strong English performance is essential.

The current trends and patterns of performance in English language are matters of concern to language educators. This is evident in KCSE results of English paper 101/1 question three (oral skills) which attempts to test the learner's verbal communicative aspects. This is supported by a number of annual reports from the Kenya National Examination Council (KNEC). For instance, the 2007 KNEC Report (KNEC, 2008, p. 120) notes that the English Paper 1 tests functional skills: "This is the paper that displayed the greatest drop in performance as attested by the drop of 7.67 percentage point." The KNEC report of 2010 (KNEC, 2010, p. 118) observes yet another drop in performance in paper 1. More recently the 2015 KNEC reports that, "performance in 2014 was better than 2013 given significant improvement. However, overall performance stills still falls short of the ideal mean of 100 (50%)" (KNEC, 2015, p. 128). Still "the performance in Paper 1 in 2006 was 29.15(48.58%) as compared to 2017 performance of 25.89(43.58%)" (KNEC, 2017, p. 1). This is a decline by 3.26 points.

This study is further justified given the poor performance in English in Turbo Sub County. In fact, from 2010 to 2017, just 5% of applicants were able to get a mean grade of B+ or higher in English in the KCSE in the sub county (Uasin Gishu Education Office, 2017). Many studies have been done with aim of investigating the learners' competence in writing, reading and comprehension abilities. However, few have focused on verbal competence this proposed study is therefore justified as it aims at investigating elements determining learners' verbal communicative competence development in English language classroom interactions.

1.9 Scope and Limitation of the Study

The parameters under which the study will be conducted are referred to as the study's scope. The researcher is trying to solve an issue that falls within a set of constraints. On the other hand, limitations are things that happen in the study that are beyond the researcher's control. They restrict how far a study may be extended and occasionally have an impact on the outcome and conclusions that can be made.

1.9.1 Scope of the Study

The study focused on public secondary schools in Turbo Sub County Uasin Gishu County. The sample size for the research comprised of twenty one schools out of the seventy five schools in the Turbo Sub County area a total of four hundred and sixty students and twenty three teachers of English language who responded to questionnaires. A form three class was observed during actual English lesson in each school. The independent variables of this study were; the teaching strategies, role of English language teachers in classroom, the availability and use of instructional materials learners attitude towards English while the dependent variable is learners'

verbal communicative competence development in English language classroom interactions.

1.9.2 Limitations of the Study

In some schools the data collection process was interrupted by assessment tests, impromptu speeches by guest speakers and absence of appointment. On the other occasions, students were sent home for fees, hence forcing the researcher to postpone the process since the number of those present could not be adequate for data collection. This made the researcher spend more time in the field. These problems were however taken as challenges and did not affect the data collection.

1.10 Assumption of the Study

The study was based on the assumptions that:

- i. All the respondents are able to interpret the research instruments properly and give sincere responses.
- ii. All learners at form three level have acquired the require English Language basic skills that can enable them communicate effectively in the language.
- iii. That teachers' of English endeavor to enhance communicative competence by employing relevant teaching strategies and activities during classroom interactions.

1.11 Theoretical Framework

Various approaches and methods used in language teaching and learning are informed by a number of different theoretical perspectives on language. The current study is underpinned in the theory of social interaction by Lev Vygotsky (1978). According to this view, a learner's mental development is primarily influenced by interactions with their local environment and socializing agents like caregivers, teachers, and friends.

The level of cognitive development of a learner is correlated with the quality of their interactions. When a student participates in problem-solving activities with someone who is older than them, their cognitive abilities grow. As they lead the youngster through the problem-solving process, the older person interacting with the child first bears the bulk of the duty. Later, the youngster is progressively left to work out the issue on his or her own.

Vygotsky proposed the idea of the Zone of Proximal Development in his theory (ZPD). He claims that this is the difference between the child's real developmental stage and the stage at which it was discovered through peer or adult-guided problem-solving. In essence, it entails all the knowledge and abilities that a person is capable of gaining given direction but that they have not yet acquired or cannot execute on their own. When given the chance to increase their knowledge and abilities while continuously observing someone who is a little more advanced than they are, children can progressively move into this developmental zone. He contrasts a child's capacity for independent problem-solving and his capacity for problem-solving with help. He claims that the ability to solve a problem on one's own and the level of potential growth shown by the ability to solve a problem with the assistance of an older person represent two different developmental levels. The zone of proximal development is fully developed when a youngster engages in social interaction and environment.

Therefore, this idea of the Zone of Proximal Development illustrates the importance and applicability of Vygotsky's theory to education (ZPD). This idea is crucial because teachers can utilize it as a roadmap for a child's growth.

When a teacher knows what a student can do with the help of a mediator, they can help the student reach the level on their own. The role that teachers play in Vygotsky's

theory is another crucial component. This viewpoint holds that educators must give kids, especially young ones, opportunity to play. A child's intellectual abilities are expanded through play and imagination.

The third stage of speech, also known as inner speech, is where all higher levels of functioning occur, so the school must provide ample opportunities for students to advance. This is due to the fact that language plays a crucial role in thinking development and is central to Vygotsky's theory.

This theory is pertinent to this study because it takes into account the factors of effective teaching methods for fostering oral language proficiency, the roles performed by instructors, and the utilization of instructional resources to support oral language proficiency. Teaching methods can be improved to better serve the needs of second-language learners as they develop their oral language skills through the study of these theoretical understandings. The aforementioned idea makes it clear that a wide range of social and environmental elements have an impact on effective teaching strategies for the development of oral language skills in English. Finding each learner's zone of proximal development is essential for teachers to successfully teach oral skills.

It is also relevant to the study because it explains the role played by the English language teachers in enhancing learners' verbal interaction. The teacher of English is seen as the care giver who contributes to the growth and development of the learner in communicative competence. The theory is suited for the study as it explains the significance of the environment and its importance in maximizing development of zones of proximal development. Through the theory the study establishes how availability of instructional materials is a contributory factor towards verbal

communicative competence. The mental growth that has been described in the theory explains the learners' attitude that influences learners' communicative competence development. This attitude as the theory suggests is a product of the interaction between the learners and the teachers.

The theory has highlighted an array of elements as far as the instructional elements are concerned in terms of determining learners' verbal communicative competence. These include interactional with the immediate environment and the socializing agents (role played by the teacher). Besides there is cognitive development of learners when exposed to problem solving activities (type of teaching strategies) and Social interactions with a knowledgeable teacher that let the student observe and practice their skills.

1.12 Conceptual Framework

The conceptual framework lists the variables that affect the learners' verbal communicative competence. They are divided into independent and dependent variables as illustrated in Figure 1.2. The purpose of this framework is to aid in identifying and familiarizing with the verbal communicative competence.

Learners' verbal communicative competence development can be affected and be influenced by independent variables that include type of teaching strategies, role played by the English language teacher, availability and use of instructional material and learners' attitude towards English.

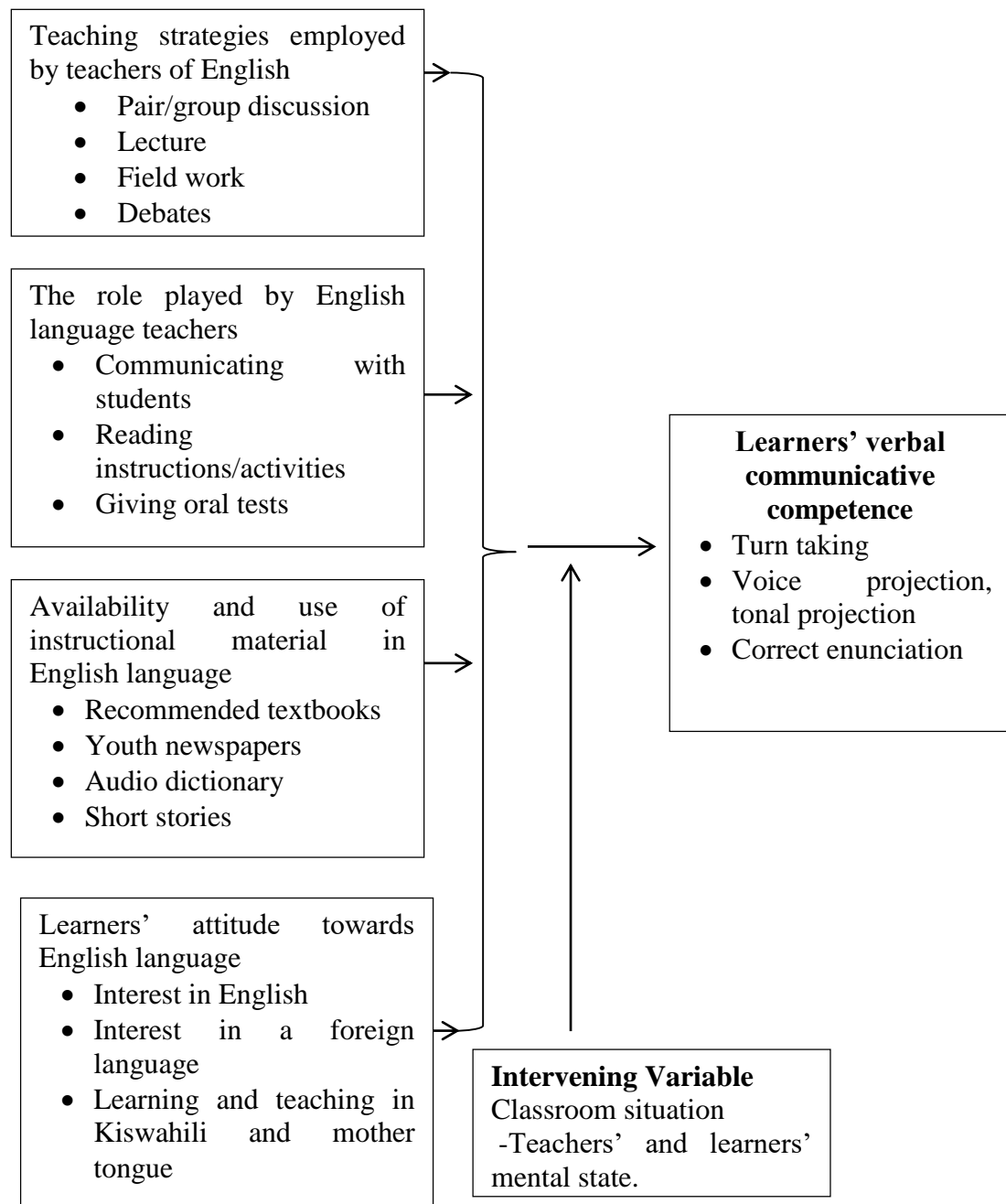


Figure 1.1: Conceptual Framework

1.13 Operational Definition of Key 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

- Communicative Ability:** This is an individual's capacity to readily and willingly use a language in various forms, situation and functions effectively by choosing the right language in each situation.
- Communicative Competence:** This is the knowledge and the ability to use language or structural, functional, social and interactional purposes and norms that govern language. 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 Development:** Gradual and systematic improvement in the knowledge and the ability to use language for structural, functional, social and interactional purposes and norms that govern language.
- 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. Known as inter- language.
- Instructional Materials:** Refers to teaching/Learning Materials that include animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve verbal communicative competence

Learner Attitude: This alludes to students' discernment or attitude towards English as being exhausting, troublesome, and important according to different subjects.

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

Teaching Strategies: Method that a teacher use in a lesson to convey information regarding verbal communication

Verbal Communicative Competence: These are the skills and information that second language learners require in order to participate in class activities and pick up a second language. It entails creating verbal and instructional scaffolds that support active participation in classroom events.

1.14 Chapter Summary

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature related to problem under study was reviewed. It was based on what other scholars have researched on which is similar to what the research wants to investigate. This chapter also covers discussion on the theoretical framework, factors influencing communicative abilities, teaching methods employed by teachers to enhance learners' verbal communicative competence which include; pair /group discussion, role plays, debates and debates. The chapter also discusses issues on the role played by the teacher of English language teacher during classroom interactions, availability of instructional materials, and students' attitude towards English language, related studies and finally chapter summary.

2.2 Factors Influencing Communicative Abilities of Learners

English language is of great importance to the nation therefore its very being depends much on the population 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.

Claesen (1984) argues that by talking, languages users can learn thus think. This implies that, learners need the opportunity to talk over ideas. Barnes (1976) provides a similar view by pointing that majority of pupils will 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 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. Barnes (1976) further argues that when a learner's attention is on

the information being communicated, less attention is on the information being communicated, less attention is paid to the form of language, thus it is used naturally and this can be considered participatory learning.

The above scholars recognized the importance of spoken language and therefore need of communicative competence. Learners are expected to talk during classroom interaction. Kress (1989) argues “there is no question that spoken language constitutes the bulk and volume of language use for every one word written, there are a thousand spoken” (p. 139). He asserts that even today when printing systems are cheap efficient and common speech remains the biggest form of language use. This study therefore is an investigation into elements determining learners’ verbal communicative competence development during English language classroom interactions.

Literature related to factors influencing communicative competence will be reviewed under the following sub headings.

- i. Teaching strategies employed by teachers to enhance skills in English
- ii. The role of English language teacher during classroom interaction
- iii. Availability of instructional materials
- iv. Learners attitude towards English

2.2.1 Teaching Methods that Enhance Learners’ Verbal Communicative Competence

Advocates of communicative approach argue that it is necessary to look at the communicative aspect of Language teaching rather than at mere mastery of structures. The emphasis is on effect 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

would be more interesting and beneficial to the learner if it is accompanied by communication in the target language because it would facilitate fluency. The learner is expected to discover rules of the language underlying functional expression” (p. 147). Communicative approach to language forms a variety of language as a communication tool. The development of what Hymes referred to as "communicative competence" is the objective of language instruction. This suggests that the learner must acquire the language in order to communicate effectively in a variety of contexts. Practice as a method for developing communicative skills is promoted and emphasized in the theory of communicative language instruction

English is a practical subject, therefore exposure to various skills in it need to be employed as opposed to lecture method. The students will definitely be able to put the skills they've learned to the test with a lot of practice exercises. It also needs group work, which should get students involved in lively debates and discussions. Practical teaching methods like group activities, inquiry, discovery, and discussions are heavily emphasized by educators because educational philosophers believe that students learn best by doing.

Students must use their reasoning skills if knowledge must be accepted from another person. According to Southland, in order for teaching to be a self-respecting and well-respected profession, every teacher needs to be aware of precisely what it is that they are attempting to accomplish, as well as the reasons for imparting certain lessons to students and employing particular teaching strategies. Speaking and listening skills are emphasized in English instruction. Claensen (1984) asserts that the improvement of the aforementioned writing, reading, and speaking abilities is the objective of integrated English.

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 stylistic and techniques of good writing and to respond intellectually and emotionally to language use. (p. 256).

Students should be encouraged to verbally express themselves during class discussions. Students ought to have access to videos, radios, and television whenever possible. Kaye and Rodgers (1968) defined group work as a teaching method in which students work in small groups to complete activities or tasks. The learner's opportunities to use the target language can increase in self-directed, well-managed groups like these. It would appear that one of the benefits of the small group setting is that it gives students a chance to negotiate the language they hear without having to deal with stress or the rapid pace of the teachers-fronted classroom. English must also strive for continuous improvement. Therefore, the teacher should merely act as a facilitator when using group work; His role is not to direct, but rather to follow and occasionally offer guidance and support. As previously mentioned, a number of academics have examined various teacher interaction strategies that encourage the acquisition of English language skills in the classroom.

2.2.1.1 Drama

According to Holden (1981), "any activity that asks the participants to portray themselves in an imaginary situation" is considered drama. Or to put another person in a fictitious situation" It gives a person the chance to use his or her imagination and memory to express themselves verbally and through gestures. Wessels (1987) says that drama activities help bring the materials to life by giving the learner a reason to feel, imagine, and think about them.

An interesting view has been expressed by Daris, (1990).

Drama is ultimately a necessity in a language classroom because it gives students a chance to use their imagination. It draws on students' abilities to imitate and express themselves, and if handled well, it ought to pique their interest and encourage personality growth. Drama fosters adaptability and verbal and communicative competence fluency. By providing students with experiences of success in real-world situations, it puts language into its proper context; it ought to give them the self-assurance they need to deal with the world outside of school. (p. 97).

Numerous contexts for learning English make the contributions of various dramatic approaches to L2 development even more evident. Miccoli's (2003) case study, for example, looked at the benefits of using drama to help 37 EFL students improve their oral linguistic competence in a conversation-based university classroom. Students' self-evaluations have revealed that they have gained confidence in speaking the target language and improved their oral skills. Miccoli explains that this was due to the fact that drama provided students with a context that was purposeful and meaningful, allowing them to use language and jointly analyze their characters' cultural and linguistic backgrounds. When educational drama is used in an EFL classroom, Kao & O'Neil's (1998) research on classroom discourse is presented. This systematic study provides insights into how drama-based pedagogy can encourage participants to become more active language users while maintaining equal participation status through descriptive and quantitative investigation focused on student interaction.

In 1992, Wilburn discovered that;

The nature of classroom discourse and teachers talk shifted significantly with his elementary Spanish immersion class when drama was used. Specifically, he found that, when educational drama was implemented, the students were naturally inclined to play a bigger role in participating and constructing classroom dialogue, (p. 147).

These perspectives demonstrate how drama places new vocabulary and expressions in their proper contexts. Mordecai (1985 ;) backs this up. 1986, Fernandez and Coil; Sam, 1990), who postulate that engaging in dramatic activities enhances previously

learned language. According to Sam (1990), "through role play and communication games, drama helps to extend, retain, and reinforce vocabulary and sentence structure" (p. 86). When the teacher introduces a scenario, some props and costumes, and certain words and expressions, especially in younger learner's classes, they acquire a new cognitive meaning in context.

Drama also aids in developing acceptable English pronunciation and intonation. In two studies, the students' most frequent shortcomings were the incorrect pronunciation and stress position. "Drama is a particularly effective

Tool for pronunciation teaching because various components of communicative competence (discourse intonation, pragmatic awareness, and non-verbal communications) can be practiced in an integrated way," writes Godwin (2001, p. 126). Learning the correct way to speak a sentence or form a question will add another element to communicating in English because the inflection of certain words, expressions, and sentences tends to produce a different meaning in the language.

Drama helps students to take responsibilities for their own learning. Learning is a partnership between teachers and students but Jeremy Harmer (1998, p. 9) stresses that "good learners do not wait to be taught". That students' should be responsible for their own learning not for the teacher's teaching. A competent teacher of English language never lets the students decide for him/her, yet they give them a chance to make decisions about their own way of learning. Autonomy in language learners over their own learning is what we need to inspire in most English language classes.

Drama techniques will provide with this sense of responsibility and involvement.

Drama provides a stress-free environment for language learning as an instructional method. In an attempt to find some emotional problems language learners may encounter in their English classes Mehrdad (1999) points that students should feel that they are investigating, discovering around with language in question without having too much riding on the outcome. Maleys and Duff (1982, p. 14) also concur by stating “every student needs periods in which to practice what they know without restraint, fear of being wrong. Drama is in fact a fun enriching and yet purposeful experience which thoughtfully produces a relaxed informal way to learn English.”

It is possible to infer from the preceding literature that drama encourages students and boosts their confidence to speak in public. According to Ulias (2008), speaking is an essential means of human communication and the key to effective interpersonal and social communication.

Students rarely get the chance to experience an essential part of spontaneous communication in L2 classrooms, where language is treated without context. Therefore, it is necessary to engage in learning experiences involving dialogue and cooperative effort (Dinapoli & Alagarra, 2001). "Learners need to be involved in discourse at a more personal level and the efficient and effective use of language in conversation," Dinapoli and Alagarra argue (p. 3). According to Dodson (2000, p. 184), "drama can create an environment where L2 learners communicate with one another meaningfully and purposefully by means of verbal signs in a social context" because of its learner-centered and multi-model nature. Dramatic activities allow L2 students to experience language as a system of communication choices as they negotiate and exchange information and ideas in a make-believe setting, according to a number of scholars (Song, 2000; 2004 Marschke; 2006, Stinson and Freebody; Even, 2011 and Matthias, 2007). Drama-based L2 pedagogy therefore makes it easier for L2

students to use language, experience it in context, and develop intercultural communicative competence (Bryam, 1997). The development of intercultural communicative competence, which includes open, critical, and curious attitudes, knowledge of sociocultural practices, skills for relating to and making sense of cultures, abilities to discover and perform knowledge, attitudes, and skills in and through interactions, and critical cultural awareness, is emphasized as part of language learning. According to scholars of interaction, drama pedagogy may be one of the best methods for cultivating and implementing communicative language instruction (Cumic, 2005; Even, 2008).

2.2.1.2 Pair/Group Discussion

In addition to drama, pair work and group discussions, which naturally lead to interaction, are other strategies that encourage communication in a language classroom. A great way to encourage students to develop tools for interaction is to encourage them to develop their own strategies.

Brown (1994) states that "bunch work is a nonexclusive term covering variety of strategies in which at least two understudies are doled out 'an errand' that classes include cooperation and self-started language" (p. 58). In recent years, a significant amount of research has been conducted on learner interaction, particularly group work interaction. According to Nunan (1991), students may be able to speak a foreign language by working in groups. According to Harmer (1991), working in a group is more dynamic than working in a pair because there is more opportunity for discussion. With L2 students, group work is extremely beneficial because it encourages more interaction in language classes. The typically articulate students are not the only ones who benefit from group discussions. When students are afraid to

speak up in front of the class or the teacher, they frequently find it much simpler to do so in front of a small group of their peers. There is a greater likelihood that at least one member of the group will be able to solve a problem when it arises when students work in groups. It is said that many students benefit from teacher error correction; It's possible that it won't be a good way to teach every student or in every language classroom. For some teachers and students, peer correction or self-correction under the supervision of a teacher may be a better use of time and effort (Hendrickson, 1987). However, there was no empirical evidence to support these hypotheses. In addition, spontaneous peer feedback on errors within the small group can be encouraged by well-managed group work.

2.2.1.3 Role-plays

Role-playing is defined in Cohen and Manion(1989) as “participation in simulated social situations that are intended to throw light upon the role/rule contexts governing ‘real’ life social episodes” (p. 26).

These social situations can assist students in their L2 conversations by utilizing appropriate conversation texts, which can promote ideas through roleplaying group work, and a video-role-play activity. According to McDonough (1995),

The significance of learner survival in the outside L2 world and the excessive emphasis placed on classroom ability assessment. He asserts that students need to act pragmatically in the real world in order to survive linguistically, not just learn how to perform well enough to pass a test in the classroom. (p. 30).

Learning can be made more interesting and exciting through role-playing; the dynamic nature of the task maintains a high level of novelty and freshness while transforming the conventional student-teacher relationship. There are a variety of learning opportunities (cognitive, social, and emotional); the experiences participants gain in making decisions; the expanded job mindfulness; the success with which the

concrete approach provided by simulation exercises bridges the gap between "school-work" and the real world (Taylor & Walford in Cohen & Manion, 1989, p. 301), as well as the capability of simulation to provide a vehicle for free interdisciplinary communication. As a result, students should view themselves as individuals in a simulated environment rather than as merely understudies in homeroom.

Rather than being exclusive to language learning, role-play can mimic what happens outside of the classroom in a controlled manner. In the future, just like in the classroom, students will inquire about how to interact with officials in a foreign language setting (Cook, 1996, p. 187). Because people learn to do things by doing them and talk to people by talking to them, this suggests that students will be able to learn a language more effectively if they practice it in a classroom setting. Rivers (1998) suggests that:

Role-plays are an important part of learning a language because they help students connect with real teaching materials and the language. Role-plays and improvisations can be useful and engaging for the class of students, and they can serve as a shield for shy students who aren't afraid to share their thoughts and feelings with others. (p. 87).

Roleplay, according to Blanter (2002, p. 1), is a method for examining the challenges posed by difficult social situations. McCaslin (1990, p. 7) concurs with this viewpoint, arguing that rather than focusing on the growth of an art, the emphasis should be placed on the value participants derive from taking on the role. Participants in role play are given roles that they play out in a given situation.

Since CTL is widely adapted in ESL classrooms, role-play has played a significant role as a tool in language learning. Learners try out what have learnt in communication situations and thus develop their communicative competence (Littlewood, 1981, 1982; Jones, 1982; Livigstone, 1983). The essential tenets of Language

communicative Teaching in relation to potential pedagogical value of role-play as language learning tool are expressed below.

Communicative language teaching (CLT) is an approach to second/foreign language instructions emphasizing developing learners' communicative competence as the goal of language teaching (Larsen-Freeman, 1986). According to Brown (2000, p. 266) there are four principles of CLT in the curriculum:

- i. All aspects of communicative competence are at the center of classroom objectives
- ii. The purpose of language techniques is to encourage students to engage in meaningful, authentic, and functional language use.
- iii. Communication strategies are viewed as based on the complementary principles of accuracy and fluency. In order to keep students engaged in language use in a meaningful way, it may be necessary to place a greater emphasis on fluency than on accuracy.
- iv. Students in a communicative classroom are ultimately required to utilize language effectively and appropriately in practiced situations.

Role-playing and other task-based communicative activities have been developed in accordance with the aforementioned CLT principles in order to provide students with the opportunity, motivation, and purpose for communicating (Richards and Rodgers, 2001). According to Littlewood (1981), a major category of communicative activities in CLT are "functional communication activities" and "social interaction activities." Learning to follow directions, solve problems using shared clues, and compare picture sets and note similarities and differences are examples of functional communication activities. These activities help students communicate meaning or information as

effectively as possible. Conversely, social interaction activities include, among others, dialogue and role play, simulation, and conversation and discussion clues. The functional intention as well as the appropriateness of language use are the primary focuses of these social interaction activities. Additionally, Sauvignon (1987, 2002a, 2002b, and 2003) suggests "theater arts" as a component of a communicative curriculum to provide an opportunity for the development of communicative competence. Pantomime, simulations, role-playing, and ensemble-building activities are all part of it. These communicative activities are also a natural part of learning a language. They can put students in social situations where they are motivated to communicate and have the opportunity to communicate. Communicative activities, according to Nunan (1989, p. 10), require students to comprehend, manipulate, produce, or interact in the target language while their primary focus is on meaning rather than form. This is how communicative activities are summarized in CLT. Therefore, interaction has been viewed as a means of learning rather than a means of practicing what has already been learned, and language has been viewed as a means of communication rather than a structural system.

2.2.1.4 Debates

The speaking situation in which opposing viewpoints are presented and argued is referred to as a debate. The real or fictitious issues are the focus of a debate. The learners' roles ensure that they have sufficient shared knowledge of the topic as well as a variety of points of view or defense. One of the effective verbal activities that help students develop their communication skills is debate. Debates are best for advanced and intermediate students who have been taught how to prepare for them.

Debate is a fun and interactive method of communication that can be used in the classroom. It should give students the opportunity to practice using the entire "prerequisite" for effective verbal communication. The provision of authentic opportunities for students to convey individual meanings and utilize every area of knowledge they possess in the second or foreign language is what makes a classroom activity useful for speaking practice. Students should be encouraged to become flexible users of their knowledge while always keeping the communicative goal in mind. Debates are one method for encouraging students to improve their verbal communicative competence.

Students may have the chance to use long stretches of language for a purpose during debates. to eloquently support one side of a dispute. The debate is probably used more frequently in ESL classrooms than in content area classrooms. The purpose of debates in a communicative class is to boost students' critical thinking and communicative competence. Students have numerous opportunities to practice speaking by participating in debates. Implementing debates relies heavily on the development of students.

2.2.2 The Function of the Teacher of English during Classroom Interactions

The quality and quantity of English teachers' classroom English has a direct impact on students' language development and English learning in the classroom, where English plays a crucial role in classroom instruction.

According to Cao Yamin (2010), "English teachers can use multi-forms classroom English to give instructions to students, explain grammar, vocabulary, or activities, ask questions, and give feedbacks to students' errors." According to Yamin, there are four ways to make this work: First, it serves an organizational purpose in that English

is regarded as an essential guarantee of effective English classes. The organization of English teachers can guarantee the implementation of well-organized teaching strategies, which will help the class succeed. Second, it serves as a teaching tool because it enables students to acquire language knowledge about English-speaking countries and the world at large, which will broaden their perspectives and deepen their understanding. Thirdly, it has an interaction function because it can be used as a tool for teacher-student interaction in an English classroom. Students can improve their English language communication skills and acquire the habit of thinking in English through classroom interaction. Fourthly, it inspires and encourages students by helping to pique their interest in English instruction through positive feedback from teachers. In addition, those encouraging words may inspire them to express themselves with self-assurance.

Effective classroom English by English language teachers is a form of facilitation that can aid students in learning by providing well-organized teaching methods, concise instructions, encouraging feedback, and the ideal learning environment.

In his study "English across the Curriculum," Wamakonjio (1986), citing Barnes (1969), makes the observation that the teacher dominates 75% of the talking time in the classroom either by directly imparting his knowledge or by asking the students questions that prevent them from engaging in a discussion. According to Barnes (1969), students in most classrooms are merely passive recipients of the teacher's thoughts. He rarely has the opportunity to fully state his thoughts and feelings. Also, not many teachers in the classroom pay attention to what students have to say. Barnes goes on to say that many teachers listen to students half-heartedly, believing that students' answers are automatically incorrect. According to Hutchcroft (1981),

numerous tape recordings demonstrate that much of what teachers label "discussion" is far from this. Often, so-called "class discussion lessons" are nothing more than teacher-led question and answer sessions attended by a select few students. She claims that this is especially true in lessons in which students are asked to respond to closed-ended questions whose answers have already been determined or taught previously. This teacher has a clear idea of the answer he wants, but he often dismisses, ignores, or undervalues any answer that doesn't fit. Barnes' study lends support to the issue at hand in the current study, which is that students are not given enough opportunities to participate orally in their learning.

According to Okumu-Bigambo (2000), the role of speaking and writing in communicative competence shows that guided practice in speaking and writing can lead to communicative competence. However, such guided speaking practice is lacking in many Kenyan secondary school classrooms (Barasa, 2005).

In such classrooms, learning a language for the purpose of an examination seems to be the only reality to many teachers and students. Because its function in tests is obscure, language used for communication is frequently overlooked. In the same study, it was found that lecturers have largely ignored the significance of speaking and writing in relation to CPE topics. On the other hand, the science and technical textbook used in the course (Onchera, 2009) is intentionally written in a passive and abstract style. This way of presenting information and asking questions is often adopted by lecturers. As a result, the students have few opportunities to bridge the gap between the language of communication used to describe real-world tasks and the abstract language. Simply put, a cognitive and lecturer-directed methodology should be used to articulate communicative language used in education. For instance, it is the

responsibility of the CPE lecturer to redesign the teaching materials to highlight the communicative nature of scientific writing and speaking. The linguistic forms' communicative value will be brought into focus with this strategy. Additionally, given that scientific textbooks are known to communicate both verbally and visually, the instructor should make use of both media to increase communicative information transfer and increase classroom challenge. The current study, which wanted to learn why this was happening in language classrooms, was very interested in this. However, the primary difference between the two is that the previous study focused on secondary school students while the current one was conducted on university students.

“The aim of any teacher in a classroom should be manipulated and controlled the learning stimuli in ways that will result in maximum pupil learning” (Edmund & Hough, 1969, p. 69). This implies that the role of the teacher more than any individual sets the climate in the classroom. Teaching parse does not cause learning but rather creates (or fails to create) the conditions in which learning can occur. The English 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) contended that control involves prompting students to concentrate completely on the issue of hand for the language class, the English branch of science (1975) suggests that the instructor structures the realizing so the understudies turns out to be emphatically mindful of the requirement for confounded expression and is constrained to take full advantage of the inquiries to offices this. Practice under management is a fundamental stage in any skilful educational experience as per Splendid and Macgregor (1970). Language educators attempt to instruct abilities to understudies who should involve them until the end of their lives. These abilities can

be procured exclusively through training. Much as the instructor can open students to oral language, he/she can't rehearse for them, best case scenario, we can give the fundamental excitement and climate to empower understudies to rehearse

According to Mackay (1995), a habit of language is not formed by a single performance or two, but rather by many; He needs a lot of practice because he relies on a certain amount of structure and vocabulary, which requires skill and facility in the exchange of speech. Learners also gain the self-assurance they need to speak the language fluently through practice. According to Lado (1994), long explanations of language rules without practice are a waste of time, so practice should take up the majority of class time. Therefore, students' language knowledge will remain primarily intellectual and analytical without practice. According to Albright and Baitey (1991), language learning is aided by the interaction of input and output. According to Ellis (1994), classroom interactions also influence second language learning by restricting the forms in which students can incorporate ready-made chunks of language into their speech.

The language teacher should make of the every available opportunity to elicit spoken language from the pupils it is in recognition of importance of practice that the KNEC in a KCPE newsletter 1992 advised the teacher to ensure that whatever time he spends with pupils allows for opportunity to practice language. This should be done orally as well as in writing. Teachers should encourage pupils to make a more active part in the oral work since English is not used very much outside the classroom in many cases. This study will explore the role of the language teacher during classroom interaction. They provide adequate opportunities for learner's interaction.

A decent language educator ought to have the option to make learning a tomfoolery, innovative experience and attempt to get understudies and instructor inventively involved. In English, act of spontaneity is the most common way of utilizing different educating and learning devices and assets to make guidance more straightforward (Tikon, 2006). Improvisation shows that there are options in contrast to educational apparatuses. It is supposed to be the most common way of making a reproduction of standard gear that has been relegated sure planned jobs to meet specific instructing and learning conditions. The utilization of nearby assets in our nearby climate to assemble, develop, shape, or create educational instructing and learning materials that can support the smooth scattering and move of information from educator to student is a part of act of spontaneity in the English language.

As per Landy (1982), impromptu creation is an unscripted, unrehearsed, and unconstrained arrangement of activities acted in light of an educator's negligible guidelines, which commonly incorporate oral explanations. Accordingly, the accentuation is put on connecting with the person, assuming parts, and submerging oneself they would say of imagination and creative mind. McCashin (1990) says that the objective of act of spontaneity is to assist understudies with finding their own assets, which are the most innovative thoughts and deepest sentiments. As self-restraint and the capacity to work with others improve, members gain opportunity. Being delicate to the social standards of the understudies makes ready for the educator to transform a class into one that is intuitive. As indicated by Brown (1994, p. 46), for communication to happen, "the educator should establish an environment, where suddenness can flourish, in which unrehearsed language is performed, and in which the opportunity of articulation given to understudies makes it difficult to foresee all that they will say and do." Truth be told, showing intuitive strategies really requires

some level of educator control. Intuitive learning is unthinkable in study halls that are overwhelmed and coordinated by educators. It is compulsory for an educator to play the occupation of a controller and a facilitator rather than a dictator.

As per Waterways (1983), genuine connection in a homeroom requires the educator to get out of the spotlight, delegate a full job to an understudy in the turn of events and execution of exercises, acknowledge all suppositions, and be open minded toward understudies' correspondence blunders. Language is engaged by the instructor as a facilitator without the educator risking starting language. At the point when they need to begin a discussion or pick a subject for a conversation, understudies become apprehensive. Instructor questions can set off a chain response of collaborations between understudies. In a homeroom, posing a great deal of inquiries won't be guaranteed to invigorate cooperation. Intelligent learning may really be obstructed by particular sorts of inquiries. For example, inordinate time spent "in plain view questions," which are inquiries for which the educator definitely knows the response, can undoubtedly make understudies become disappointed with fake settings that don't include veritable data chasing.

The educator's introduction of association is quite possibly of the most pivotal figure making an intuitive language homeroom. The instructor ought to give the boosts to proceeded with cooperation, no matter what the educating style. These boosts are significant in the start of the example as well as all through it. Despite the fact that homeroom association might be informative without such direction, understudies can undoubtedly become occupied and redirect from class targets. "Stand by time," or "how much time the educator stops after an inquiry and prior to seeking after the response with additional inquiries or designation of another understudy," is one of the

two essential contemplations in an intuitive homeroom (Chaudron, 1988, p. 24). According to explore, second-language students ought to have a superior possibility answering assuming that there is a more extended stand by time — around 5 seconds — that finds a place with their social standards of connection.

Also, it has been contended that educators' different addressing methodologies may either work with or prevent study hall correspondence. "Now and again instructors become too excited about getting the understudies to associate verbally, which can be counter-useful," states Albwright (1988) (p. 59).

2.2.3 Availability of Instructional Materials

As indicated by studies, understudies who are presented to adequate learning assets like TV, radio, and tapes foster English capability more rapidly than understudies who are not. Examining is a huge capacity in the specialty of gaining English. To be a successful peruser and individual, one should learn compelling understanding systems. As per Brilliant (1970), perusing empowers understudies to procure the speed and abilities essential for down to earth purposes when they leave school. It's difficult to envision a talented work in the present society that doesn't need understanding abilities. It is fundamental for proficient skill. Further schooling relies upon quality and effective inventive perusing (Mertler, 2009). Perusing enhances understudy's vocabularies and assists them with working on their discourse. They will have jargon to use in various circumstances subsequently working on their open capacities (Kimemia, 2002). This concentrate anyway expects to investigate components deciding students' verbal open skill advancement capacities during homeroom associations.

Understudies in conventional homerooms recount scripts, associate less, and partake less in useful reasoning. As per Singh and Mohammed (2012), cooperation between understudies, learning materials, different understudies, and the instructor means a lot to learning results. As per Tabber and de Koeijer (2010), learning a subsequent language (L2) expects understudies to take responsibility for exercises through connection, dynamic support, and the utilization of the objective language in a more bona fide setting. Despite English being the method of direction in Nigerian schools, various students are academic underachievers considering their low level of open capacities in English achieved by instructors' reliance on the discussion procedure (Oluwole, 2008). The customary "chalk and talk" approach, in which the educator converses with the understudies and composes notes on the blackboard, prompts repetition learning, low understudy maintenance, and detached learning. As per Onukaogu (2001), the customary helping strategy restricted understudies' chances to take part in class effectively; accordingly, understudies come up short on certainty to put themselves out there.

A vital part of a fruitful informative cycle is collaboration. At the point when understudies take part in the exchange of importance, information is best built, as per Singh and Mohammed (2012). In late times, most of instructive hypotheses put an accentuation on student focused learning and social learning in information development. Homeroom association has been displayed to further develop learning results, encourage decisive reasoning (Kay and LeSage, 2009), and arouse the curiosity of understudies (Sims, 2003). According to DeBourgh (2008), individual learning styles impact study hall collaboration and investment. Felder and Spurlin (2005) characterize dynamic students as the people who advance by doing, detecting students as the people who advance by talking about conceivable outcomes and

connections, visual students as the individuals who realize when they see things, and consecutive students as the people who learn in advances.

As per Mayer's (2001) mixed media learning rule, hear-able data means a lot to viable learning. The presentation of advanced innovation has been quite possibly of the most powerful improvement in language learning throughout the course of recent many years. As indicated by Facer, Sutherland, and Furlong (2003), the presentation of intuitive showing strategies into schools growingly affects how educators teach understudies and how they learn. As per Menking (2002), the open methodology (CA) means to further develop homeroom connection and understudy correspondence during guidance. A homeroom system known as CA includes matching and gathering understudies to take part in familiarity based undertakings and exercises to assist them with arranging significance and construct certainty. Since understudies talk more than they do in a conventional homeroom, a CA educator's occupation is more to assist understudies with going about their responsibilities. With CA, the educator makes exercises and assignments that include games, pretending, reenactments, critical thinking, and genuine situations.

2.2.4 Students Attitude towards English Language

The emotional space, or our sentiments, essentially affects learning unknown dialects. It is challenging to deductively portray the variables, notwithstanding the way that language specialists settle on this (Brown, 2000). Benjamin Sprout illustrated the idea of getting, answering, and esteeming as the five levels of the emotional space during the 1960s. Brown (2000) gives the accompanying clarification for this:

Second language learners need to be receptive both to those with whom they are communicating and to the language itself, responsive to persons and to the context of communication, and willing and able

to place a certain value on the communicative act of interpersonal exchange (p.144).

This suggests that, despite having excellent English skills, many students are extremely quiet in class when practicing oral communication.

Educators of English as an unknown dialect ought to recall that the emotional space, or our sentiments, fundamentally affects language securing while showing oral correspondence. In the full of feeling area, confidence is one of the variables. Despite the fact that a language student is openly skilled, it doesn't be guaranteed to compare with a high readiness to convey, as expressed by MacIntyre, Dörnyei, Clément, and Noels (1998, in Brown 2000, p. 146). They explored what students' confidence meant for their open movement in the objective language.

As indicated by Tornberg (1997), understudies who are concentrating on an unknown dialect ordinarily accept that it is fundamental to have the option to communicate in the objective language. Nonetheless, for understudies to have the option to convey orally in the objective language, they should have a specific measure of confidence. As per Tornberg (1997, p. 45), the understudy should pretty much choose to set out to dive into the vulnerability that restricted language information suggests.

Confidence is one of the variables in the full of feeling area. The connection between a student's eagerness to convey in the objective language and confidence was examined by MacIntyre, Dörnyei, Clément, and Noels (1998, in Brown 2000, p. 146). They mentioned the observable fact that an elevated degree of informative capacity doesn't necessarily in all cases suggest an elevated degree of readiness to convey. As indicated by Tornberg, understudies who concentrate on an unknown dialect regularly accept that having the option to communicate in the language is fundamental. Nonetheless, as per Tornberg, a specific measure of confidence is

fundamental to convey in the objective language: The understudy should basically choose whether or not to set out to dive into the vulnerability that accompanies restricted language information.

Moreover, Brown (2000, p. 150) underscores the meaning of understudies being valiant in the unknown dialect homeroom and the way that a homeroom climate in which understudies acknowledge each other lifts an understudy's identity worth. This may likewise be connected with Stephen Krashen's Full of feeling Channel Theory, which declares that learning an unknown dialect will happen in settings liberated from protectiveness and nervousness.

It has been revealed that attitude is a strong influence on motivation. In his research, Oyier (1991) found out that children and society 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 (Ellis, 1994). The attitude of learner and the people in the immediate community of the learner the teacher, the learner's parents and peers- goes a long way in deciding the results in language learning. The researcher in this study will focus on how the attitude of students towards English language affects their verbal communicative competence abilities during classroom interactions.

In Kenya a decent exhibition in English Language assessment is probably a sign of one's capacity to put oneself out there in English in various circumstances (Gathumbi, 1995). It is doubtful, in this way that students practice English Language abilities no matter what any genuine need other than passing assessments and that oral passing assessments and that oral language abilities are of any genuine significance since they

are expected in communicated in English by second language students as a rule during their everyday collaborations with others (Diana and Michael, 1991).

2.3 Related Studies

Gathumbi (1995) did a concentrate on verbal talk occasions in an organic proper setting in study hall in Kenyan optional schools. She resolved the issues of teaching method in verbal occasions in a few East schools. The motivation behind the review was to uncover showing styles involved by English language educators in Kenyan schools. She additionally figured out that educator ask which for the most part comprised of requesting and responding moves was prevailing in the review at 75% while understudies talk was basically in type of answering the educator expressions (25%) she lauded additional instructing strategies that are entrusted based.

Otieno (1996) did an examination on oral inquiry in English Language classes in chosen optional schools of Nakuru locale. He figured out that the greater part of the inquiries posed to in homeroom requested that understudies give answers in light of information on the substance of student's reactions as opposed to the structure, in this way reactions were acknowledged the length of they contain the expected data. He prescribed that effective issues important to the students ought to shape the premise of homeroom conversations and that social-based questions can be utilized to start these conversations, which ought to be essential for the understudies day - day experiences with the language. Furthermore, those understudies ought to be presented to communicated in English from wide assortment of sources including the sound - visual media.

Njuguna (2000) did an assessment on verbal review lobby participation instances of picked discretionary schools home science teachers with students in Nairobi locale.

She discovered that the educators had a critical say in how the examples were instructed and what was being realized. Thus, the understudies couldn't contribute innovatively to the illustration. They needed to conform to the educators' bearings and questions as they made verbal reactions. She suggested showing through innovative inquisitive examples than boring educating. Understudies should have the option to communicate their own sentiments and thoughts for them to do this; the educator ought to give a climate that urges them to partake unreservedly with restricted bearings. She adds that it is the instructors' commitment to assist understudy with fostering an uplifting outlook towards that specific subject and to succeed, the educator ought to attempt to cause circumstances which urge the understudies to find and be imaginative. There is need to figure out why educator talk is normal when contrasted with understudy talk in most Kenyan study halls. Being a mode of directions, English assumes a significant part in educational cycles.

Various researchers with an endeavor to work in general course of collaboration have done explore on study hall connection. Flander (1960) viewed that as assuming that an educator shows in a backhanded design as opposed to instructing straightforwardly, the children find out more and rest easier thinking about going to class.

In his investigation of the effect of show on optional school English language understudies' open ability, Ong'ondo (2003) observed that English course readings and schedules, notwithstanding perceptions of genuine study hall guidance, show that most language guidance in Kenyan auxiliary schools is centered around etymological skill as opposed to informative capability. Since understanding perception and syntax score the most noteworthy on English tests, most books and educators will generally

zero in addition on these points. Composing just gets 20% of the grade, and talking isn't even taken a gander at by any stretch of the imagination. In language classes, apparently open abilities are not enough addressed. Sadly, numerous Kenyan schools come up short on assortment of learning exercises that educators can use in the homeroom. Ong'ondo's review adds to the ongoing assemblage of information, especially in assessment of the variables impact understudy cooperation in the study hall.

Abbatogum's (2014) concentrate on Dynamic Learning and the Improvement of Students' Second Language Open Skill: Open Methodology or Clickers? The techniques used to foster understudies' open capability in English as a subsequent language (ESL) were the essential focal point of this review. The review included 99 understudies from three elementary schools. The review utilized a non-randomized semi exploratory pre-test post-test control bunch plan. Understudies' informative capability was surveyed through a progression of English Language Tuning in and Speaking Tests. Understudies in each gathering scored fundamentally contrastingly on the open ability pre-and post-tests, as per the discoveries. Furthermore, there was a tremendous contrast in the showing procedure based post-test scores for understudies' open capability across the gatherings. The consequences of the various relapse examination showed that a mix of the indicator factors was liable for 84.9% of the change in understudies' open capability. While orientation didn't essentially impact the expectation of understudies' open ability in ESL study halls, talking abilities were the main variable. Since the essential understudies in this review hadn't been in school sufficiently long, different angles like educators' changing jobs and later perspectives might not have been considered.

Kwambai (2016) led a later report named *Open Language Instructing Returned to: The review, "Investigating the Educator's Job in Creating Composing Abilities with an Extraordinary Spotlight on Marakwet Locale, Kenya,"* reached the resolution that showing composing abilities ought to put understudies first. In an English language study hall, composing exercises ought to be planned by the educator. The concentrate additionally reached the resolution that instructors ought to emphatically urge understudies to learn on their own by empowering them to compose and impart really. Educators ought to likewise ask slow students inquiries and stand by listening to what they say, while quick students ought to be offered more inquiries to response or valuable chances to show each other in class. Furthermore, educators ought to utilize various exercises and circumvent the class to notice understudies' work and guarantee that understudies are taken part in class. Speedy activities, oral inquiries, class introductions, gathering and match work, and having understudies compose on the blackboard are instances of these exercises. Utilizing CLT, these exercises assist understudies with figuring out how to compose. By analyzing the different instructor instructing procedures that are accessible, the scientist gives knowledge into the flow research. In any case, Becker and Roos (2016's) study "It seemed like sitting in an English life" - Advancing imaginative language use and collaboration makes sense of that kids normally start to explore different avenues regarding their most memorable language (L1) in self-started games and pretend even at an early age. Notwithstanding, the review neglects to expound on other open ability in light of students' verbal abilities. The improvement of open skill and the ability to utilize nonverbal signals to upgrade correspondence can likewise act as a valuable asset for improvisational language use in the EFL study hall. Taking part in imaginative impromptu creation and language play in the objective language can decidedly affect

the language educational experience, "working on the students' eagerness to talk, and their status to take part in a more independent and broadened connection," as per research directed with more established students of EFL at the optional level. Nonetheless, very little exploration has been finished to investigate how improvisational exercises could assist elementary school understudies with involving language in imaginative and autonomous ways and play with language. The review neglects to portray the educators' endeavors at autonomously and imaginatively libbing educational materials and English language assets as any open doors for student based EFL learning in schools and for correspondence and communication. Accordingly, the ongoing review plans to make up for this shortfall by looking at how instructors can work on understudies' verbal connection.

In conclusion, the above studies, interventions and practices advanced by existing literature and research studies done by various scholars deal with aspects of second language acquisition, learning and teaching. However, there is literature gap in addressing the verbal competence development of English language learners during classroom interactions, thus there was need to carry out a study of this nature looking at the teaching strategies, the role played by the English language teachers, availability and use of instructional materials and learners' attitude towards English.

2.4 Chapter Summary

This section endeavored to reveal insight into writing connected with the issue under study. This has been founded on conversation connected with the hypothetical system, related examinations done by different researchers, related investigations done in Kenya and the elements affecting student's verbal open capacity. The motivation behind this writing audit was to examine on what different researchers have done in

accordance with this review and laid out the hole which this study filled. The specialist laid out through examinations by Gathumbi (1995), Otieno (1996), Njuguna (2000), Ong'ondo (2003), Abbatogun (2014), Kwambai (2016), Becker and Roos (2016) that the exploration in this space has essentially focused on verbal talk occasions, oral inquiry in English language class, etymological capability of students, improvement of students second language obtaining and advancing imaginative language use and collaboration and not on educational components deciding students verbal open skill advancement in English language homeroom associations. That is the hole that this study endeavors to fill. The discoveries of this study have endeavored to address the distinction and make suggestions as communicated in section four and five of this proposal explicitly. The following part handles research strategy which depicts the methods that were used to gather and investigations information.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The methods used to collect and analyze the data are explained in this chapter. Data collection instruments, validity and reliability of research instruments, pilot study, data collection procedures, data analysis and presentation procedures, ethical issues, and a summary of the chapter are the primary topics covered in this section.

3.2 Research Design

The descriptive design of the study utilized the convergent mixed methods strategy. This design, according to Cohen and Manion (2002), collects data at a specific point in time with the goal of describing the nature of the current condition or identifying conditions against which it can be compared or determined, as well as the relationship that exists between specific events. Because it allows for the use of multiple sources of data collection—triangulation—and because it involves gathering information from the sampled schools, direct quotation from respondents, and other sources, the design was chosen. In order to estimate error when reserving population characteristics from sample observation, this research design used randomization techniques. Descriptive studies, according to Cohen and Manion (2002), are not just limited to fact-finding; rather, they frequently lead to the formulation of significant knowledge principles and the identification of significant issues.

The current research contributed to the formulation of knowledge principles and solutions to significant issues that influence learners' development of verbal communicative competence in classroom interaction to support this viewpoint.

As a result, this study used a descriptive survey design with a convergent mixed methods approach. Students and teachers were given questionnaires to fill out to get information about how teachers help students improve their verbal communicative competence in English during classroom interaction. With regard to the instructional elements that influence students' verbal and communicative competence, this design was effective in obtaining both qualitative and quantitative data. As a result, the convergent mixed method was used to simultaneously collect both quantitative and qualitative data. After that, the two data sets were analyzed separately. The two databases were merged during the interpretation. Multiple levels that included qualitative data gathered through emerging themes and quantitative data gathered through frequencies and percentages.

The design was crucial because it provided a foundation for the collection of quantitative data on the role teacher's play in improving verbal interaction. This included information about how much time teachers spend speaking with students, administering oral tests, and encouraging other teachers to speak English with students. Quantitative data on the use and availability of instructional materials were also gathered. Using the lesson observation guide and open-ended questions in the teachers' and students' questionnaires, the design served as a foundation for gathering qualitative data on verbal communicative competence.

3.3 Study Locale

This study was carried out in Kenya's Turbo Sub County, Uasin Gishu County. Due to its poor English language performance, Turbo Sub County was chosen. According to the KCSE analysis, there was a significant drop in English paper 101/1 (oral skills questions 3) from 2016 to 2019. In open forums like students' symposia, joint debates,

science congresses, conferences, and academic workshops held within the Uasin Gishu County, this is also well reflected in the students' spoken and written English. Second, as an English teacher in Turbo Sub County, the researcher is well-versed in the difficulties that students face when learning English. The lack of verbal communicative ability among students may be to blame for the issue in Turbo Sub County, necessitating the proposed research in the region. Thirdly, the researcher chose Turbo Sub County due to its familiarity and accessibility. "The ideal setting for any study is one that is directly related to the researcher interests and easily accessible," according to Camic, Rhodes, and Yardley (2003).

3.4 Target Population

According to Table 3.1, the 75 secondary schools in Turbo Sub County that made up the study's target population. The availability of textbooks, a library, and other learning resources was similar between these public schools, so they were chosen. It's possible that these facilities differ from those found in private schools. Due to the fact that some private schools have their own educational systems, curriculum, and syllabus, there may be differences in the variables under study. The target population included the form three English teachers and form three students in these schools. Students in Form 3 were chosen because, at this stage, the majority of them participate in science congress, students' symposia as participants, and public speaking forums as school leaders. As a result, their classroom-developed verbal communication skills are put to use.

Table 3.1 Target Population

School Type	Number of Respondents		
	Schools	Teachers	Form 3 learners of English
Boys	2	8	295
Girls	4	10	397
Mixed	69	75	2200
	75	93	2892

Source: Uasin Gishu County Education Office (2019)

As indicated in Table 3.1 there were 2 Boys schools having 8 form three teachers of English and 295 form three students. There were 4 Girls schools having 10 form three teachers of English and 397 form three students and 69 mixed schools having 75 teachers of English and 2200 form three students in Turbo Sub County

3.5 Sampling Techniques and Study Sample size

The Sub County's schools were not all included. Thought was given to Creswell's (2011) attestation that the example size should not be too huge nor too little while deciding the size of the example. It should be the best example." An ideal example is one that satisfies the necessities of productivity, representativeness, dependability, and adaptability," he adds. Thus, an example of 23 (0.3 x 75) schools was taken from the complete number of schools in view of Kothari's (1995) suggestion that defined testing ought to be utilized to choose an example of 30% or a greater amount of the populace. Table 3.2 shows this.

Table 3.2 Sample Population

School Type	Sample number of Respondents		
	Schools	Teachers	Form 3 learners of English
Boys	1	2	20
Girls	1	2	20
Mixed	21	19	420
	23	23	460

Further as indicated in Table 3.2 Secondary schools were stratified as either as girls, boys or mixed schools. Stratified random sampling was utilized because it ensures a high degree of representativeness of all the strata in the population. Using proportionate sampling the researcher then used 30 % of the stratum population to have 1 boys school, 1 girls school and 21 mixed schools totaling to 23 schools. This summed up to 23 schools. Simple random was then used to get the ultimate school sample that is one boys' school was sampled from the 2, one girls' school was sampled from the four and twenty one mixed schools that were sampled from the 69 schools. In addition, a sample of 2 ($8/93*23$), 2 ($10/93*23$) and 19 ($75/93*23$) Form 3 teachers of English were used. This led to a sample of 23 Form three teachers of English. Simple random sampling was then used to select teachers of English in the selected sampled schools. Simple random selection was used to select 20 students per school leading to a sample of 460 Form 3 students. All this led to a sample of 483 as illustrated in Table 3.2. One form three English lesson was observed in each of the 23 sampled schools leading to a total 23 lesson observations. Lessons were purposively selected based on individual teachers' timetable and availability.

3.6 Research Data Collection Instruments

Data was collected using the following research instrument:

- i. Questionnaire for teachers of English
- ii. Questionnaire for students
- iii. Lesson observation guide

To gather dependable information, the investigation discovered that triangulation of information assortment instruments was vital. As indicated by Brewer and Tracker (2006, p.4), the multi-strategy approach empowers scientists to handle an exploration

issue utilizing different methodologies that share no shortcomings and have corresponding qualities. As indicated by Mertler (2009), the utilization of triangulation was expected to work on the specialist's ability and work to assess the unwavering quality of the discoveries. At the point when numerous information sources are utilized to concentrate on a specific peculiarity, it works on quality (Ruler and Horrocks, 2010).

The questionnaire and lesson observation guide provided information about teaching strategies, the role played by teachers, the availability and utilization of instructional materials, and learners' attitudes in enhancing verbal communicative competence, which added value to this study.

3.5.1 Questionnaires

A questionnaire is a type of research tool that asks respondents a series of questions and other prompts to get their input. As a result, it is "a tool for collecting and recording information about a specific topic of interest." According to Kothari (2004), on page 25, it is defined as "a number of questions on a form or set of forms for respondents to answer independently." The questionnaire was thought to be the best way to collect data because it doesn't have the bias of interviews, answers are in the respondents' own words, and large samples can be used, making the results more trustworthy. There were two questionnaires in this study: the questionnaires for the teachers and the students.

There were four sections to the students' questionnaire. The first section was made up of closed-ended questions that asked students how they felt about the English language; the second section had open-ended questions about the students' preferred language skills and language classroom activities. One open-ended question asked

about how frequently teaching strategies were used. A three-point scale was used in the third section to collect data on the availability and utilization of instructional materials. There was a ranking question that asked for a description of how students used listening and speaking materials in class. The open-ended statements in Section 4 were designed to gauge students' attitudes toward English as a Second Language instruction.

There were five sections to the teachers' questionnaires. Open-ended questions on verbal communication competence were included in Section 1. In the second section, there were open-ended questions about how teachers improved verbal interaction in English classes. Three closed-ended questions in Section 3 asked teachers of English how often their students participated in activities that helped them become more verbal competent. One question in this section asked teachers how they encourage students to communicate in English. On the availability, utilization, and sufficiency of instructional materials like textbooks and other teaching resources, there were both open-ended and closed-ended questions in Section 4. An open-ended question in Section 5 aimed to elicit a response from teachers regarding the students' attitude.

3.5.2 Lesson Observation Guide

Data from the field were gathered with the help of a Lesson observation guide. The guide was adapted from Magoma's (1999) version. The only purpose of watching lessons was to make sure that teachers' responses to the questionnaires matched up with what they said and did in class. During English lessons, the researcher observed teachers in their respective classrooms. The researcher sat at the back of the classroom during observation to avoid disrupting classroom learning. On the observation guide, the researcher marked any behavior that could be observed. Since the majority of the

items in the observation guide were intended to measure the information gathered from the questionnaires, each teacher was observed once. The researcher marked the teachers' and students' exhibited behavior during classroom interaction on the lesson observations guide, and a possible explanation for what was going on in the classroom was provided.

The researcher made the decision to use a lesson observation guide in order to observe various aspects of classroom teaching and learning that influenced the development of learners' verbal communicative competence and English language development during classroom interaction. As a result, it was used to watch; the kinds of teaching methods used by English teachers to help students improve their verbal and communicative competence in the classroom; the role of the English language teacher in enhancing the classroom interaction and development of verbal communicative competence of students; the use and availability of instructional materials to improve students' English language verbal communicative competence in classroom interactions; how students' attitudes toward the English language affect how well they can communicate verbally in English during interactions in the classroom. Gathumbi (1995) argues that lesson observation is crucial because it provides a wealth of information about classroom interactions and oral communication.

3.6 Reliability and Validity of Research Instruments

Joppe (2000) defines reliability as:

Reliability is the degree to which the results of a study are consistent over time and provide an accurate representation of the entire population under study. If the results of a study can be replicated using a similar methodology, then the research instrument is deemed reliable. (p.1).

In qualitative research, a wide range of terms are used to describe the idea of validity. This idea is not a single, fixed, or universal idea; rather, it is a contingent construct that is inevitably rounded in the processes and intentions of specific projects, methodologies, and research (Winter, 2000, page 1). As described in section 3.7.1, a pilot study was carried out to test for reliability.

3.6.1 Pilot study

The teachers' survey, students' polls and English lesson guide were steered in three schools in Lugari Sub-District, Kakamega Province which is the adjoining region and not piece of the review region. One young men's school, one young ladies' school and one blended school were decided to address the schools under pilot review. These classes were chosen since they mirror the three classifications of schools in the objective populace which were young men, young ladies and blended schools. This district was picked by the specialist since students' qualities are equivalent to those of Super Sub-Province. The reason for steering the instruments was to evaluate and upgrade their dependability and legitimacy. One English language educator was noticed showing in genuine study hall setting. The surveys were directed to 20 haphazardly chosen structure three understudies in every one of the three schools. Furthermore 3 educators were likewise chosen in the three schools to fill in the poll. In complete 3 illustrations were noticed, 3 educators and 60 understudies filled the surveys in the three schools. Changes on the phrasing of the things in the two surveys and perception guide were made after the pilot study, to make the instruments reasonable and sufficient in requesting the required data from members.

3.6.2 Reliability of Research Instruments

Data from the field were gathered with the help of a Lesson observation guide. The guide was adapted from Magoma's (1999) version. The only purpose of watching lessons was to make sure that teachers' responses to the questionnaires matched up with what they said and did in class. During English lessons, the researcher observed teachers in their respective classrooms. The researcher sat at the back of the classroom during observation to avoid disrupting classroom learning. On the observation guide, the researcher marked any behavior that could be observed. Since the majority of the items in the observation guide were intended to measure the information gathered from the questionnaires, each teacher was observed once. The researcher marked the teachers' and students' exhibited behavior during classroom interaction on the lesson observations guide, and a possible explanation for what was going on in the classroom was provided. The researcher made the decision to use a lesson observation guide in order to observe various aspects of classroom teaching and learning that influenced the development of learners' verbal communicative competence and English language development during classroom interaction. As a result, it was used to watch; the kinds of teaching methods used by English teachers to help students improve their verbal and communicative competence in the classroom; the role of the English language teacher in enhancing the classroom interaction and development of verbal communicative competence of students; the use and availability of instructional materials to improve students' English language verbal communicative competence in classroom interactions; how students' attitudes toward the English language affect how well they can communicate verbally in English during interactions in the classroom. Gathumbi (1995) argues that lesson observation is crucial because it

provides a wealth of information about classroom interactions and oral communication.

3.6.3 Validity of Research Instruments

Content validity was used to indicate the degree to which the instruments will measure what they are supposed to measure. It is a measure of the degree to which data that will be collected using a particular instrument represents the content that the test is designed to measure. First opinions of experts in the Department of Curriculum Instruction and Education Media including the research supervisors were sought regarding whether not the items in the instruments represent the elements of study. Second the pilot study also helped invalidation of the instruments through amending unclear and obscure questions and discarding ineffective and non-functional questions by the advice of the supervisors.

3.7 Data Collection Procedures

Having acquired a research permit from the National Councilor Science and Technology, the researcher reported at Uasin Gishu County Education Office. The researcher was given an authorization letter to principals of the sampled schools in Turbo Sub-County. Familiarization visits were made to the 23 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 in their schools. Sampled students were given questionnaires to fill in with the help of their English Language teachers after which one teacher filled in theirs. In total, 23 teachers and 460 students filled in the questionnaires and 23 English lessons were observed in the 23 schools in an actual teaching classroom situation.

After filling in questionnaires, timetables were discussed and an arrangement made for one particular teacher teaching a form three class to be observed in the course of the study period in each school. The day of observation depended on the teacher's timetable and availability. They were made aware that they would be observed on anyway that they would be having a lesson and also comfortable with.

This was meant to avoid special participation on the part of the teacher. Where a school had more than one teacher the researcher in consultation with the head of subject randomly selected one teacher to be observed in one classroom where schools had more than one stream. After observation,

3.8 Data Analysis Procedures

In preparation for data analysis, the Statistical Package for Social Science (SPSS) was used to identify and code the data that was gathered from the lesson observation guides and questionnaires. Descriptive statistics like means, standard deviation, percentages, frequencies, and counts were used to analyze quantitative data, which included the adequacy of instructional materials like the textbooks used in class and reference books. Additionally, the frequency with which students participate in class activities during the lesson was measured. Last but not least, the researcher assessed the students' perceptions of their attitudes toward English in relation to developing their verbal communicative competence. Using SPSS statistics 23, the researcher tallied the responses from the research instruments and calculated the percentages. In tables and figures, the resulting data was presented in the form of percentages and figures. After that, the data were analyzed and discussed. The findings of the research were then used as the basis for drawing conclusions and making recommendations for future actions and research.

After that, qualitative data in the form of words and phrases from the lesson observation guide and open-ended questions in the questionnaire for teachers and students were transcribed and arranged in accordance with the emerging themes and the objectives of the research. The following were involved: -To ensure completeness, the recorded data were sorted first. After that, editing was done. The emerging themes were then used to code the data. The emerging themes were then transcribed by the researcher. The quotes chosen by the researcher were those that best exemplified, described, and encompassed the findings of the study. The categories or themes that had emerged served as the foundation for the presentation's structure. Sections with pertinent sub-sections were used to present the themes or categories. The findings were demonstrated, informed, or supported by quotes from respondents. Then, interpretations were provided.

3.9 Ethical Considerations

The researcher made the necessary research protocol, identified research frames and samples, pre-tested the instruments, distributed the instruments, obtained completed instruments from the field for data analysis, evaluation, and interpretation, and preserved the instruments for future reference in order to successfully complete the study. Students with physical disabilities who had trouble communicating verbally were taken care of, and they were not used unless they had prior knowledge. The researcher followed the objectives and research questions and looked into all of the data sources. The researcher identified himself to the respondent and disclosed the study's purpose to the respondent in accordance with the confidentiality and voluntary consent principle. Through the research supervisors, the study's findings were presented to the examining faculty at Moi University for critique, review, and approval before being discussed and published.

3.10 Chapter Summary

This chapter expounded on the procedures to be used to collect and analyze data. It has explored intensively on the research design, study local, and target population sampling techniques, research samples pilot study, data collection procedures, problems experienced in the field, data analysis and presentation and ethical considerations. The next chapter presents data presentation, data analysis, data interpretation and discussions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings collected from the field with the help of tables and graphs, and gives interpretation of the data gathered from the respondents in the field. The main purpose of the study was to find out the elements determining learners' verbal communicative competence development in English language classroom interactions in secondary schools in Turbo Sub County, Kenya. The study was guided by the following research objectives:

- a) To find out the type of teaching strategies employed by teachers to enhance development of learners' verbal communicative competence during classroom interaction
- b) To investigate the role played by the English language teacher in enhancing learners' verbal interaction in the development of communicative competence in the classroom.
- c) To establish the availability and use of instructional material in enhancing learners' verbal communicative competence development during classroom interactions.
- d) To determine how learners' attitude towards English influences their verbal communicative competence development in English during classroom interactions.

The data analyzed was obtained through teachers' of English questionnaires, Students' questionnaire and lesson observation guide. The chapter first presented the research results from the teacher's questionnaires, student's questionnaires as well as

the results from classroom observation. Every first section of the questionnaires began with the presentation of the research results on the demographic distinctiveness of the respondents. Then the other parts looked at the findings as per the objectives of the study and finally the chapter summary.

4.2 Results of Teacher Questionnaire

The following subsections present findings from the teachers' questionnaire

4.2.1 Background Information

The first section of the questionnaire sought to give a description on the demographic background of the teachers and the verbal communicative competence among learners. The following subsections attempts to answer this in Table 4.1

4.2.1.1 Number of Students in Class

Teachers were asked to give the number of students they teach in their classes. This was important in relation to the lesson observation guide. This information was to tell whether classes were standard or not based on the Ministry of Education (2018). Standard classes of 45 students per class were important in the sense that teachers could be able to interact with students. Besides, students would be able to interact amongst themselves. The number of students provided the basis for conducting the lessons observations. Their responses are presented in Table 4.1

Table 4.1 Students in Class

No of Students in Class	Frequency	Percent
1-20	4	17.4
21-40	10	43.5
41-60	7	30.4
Above 61	2	8.7
Total	23	100.0

Table 4.1 shows that 4 (17.3%) of the classes under study had 1 – 20 students, 10(43.5%) classes had 21 – 40 students, 7 (30.4%) classes had 41 – 60 students and 2 (8.7%) classes had students above 61. The findings show that majority of the secondary school classes had 21 – 40 students. This implies that the classes were standard and could allow for verbal communicative competence development. On the contrary though a few schools 2 (8.7%) had classes of over 61 students. Such classes may have problems during verbal communicative competence development.

4.2.1.2 Teaching Experience

Teachers were asked to give the number of years they have taught in form three. This was aimed at establishing the number of years that the teachers had involved themselves in teaching of verbal communicative competence. Their responses are presented in Table 4.2

Table 4.2 Teaching Experience

No. of years in teaching	Frequency	Percent
One year or less	3	13.0
Two years	4	17.4
Three Years	4	17.4
Four years and above	12	52.2
Total	23	100.0

Table 4.2 shows that 3(13%) of the teachers had taught for one year or less, 4 (17.4%) had taught for two years, 4 (17.4%) had taught for three years and 12 (52.2%) of the teachers sampled had taught for four years and above. The study showed that majority 52.2% of the teachers of English were aware of verbal communicative and were able to develop it in classroom owing to the fact that they had taught for more than four years.

4.2.1.3 Teachers Preferred Teaching Skill

Teachers were asked to give the skill that they prefer teaching in an attempt to know whether the skills related to verbal competence were taught with passion. The responses are shown in Table 4.3

Table 4.3 Teachers Preferred Teaching Skill

Skills	Frequency	Percent
Reading	6	26.1
Listening	3	13.0
Speaking	4	17.4
Writing	10	43.5
Total	23	100.0

Table 4.3 shows that 6(26.1%) teachers preferred teaching reading skills, 3 (13.0%) of the teachers preferred teaching listening skills, 4 (17.4%) teachers preferred teaching speaking skills while 10 (43.5%) of the teachers preferred teaching writing skills. The findings show that majority of the teachers' preferred teaching writing skill while a few teachers preferred listening and speaking skills. It is useful to argue that verbal communicative competence develops mostly from speaking skills thus the importance of developing the speaking skills. However, from the findings it can be seen that this skill was not preferred by majority of the teachers thus the likelihood of impeding development of verbal communicative competencies of the learners.

4.2.1.4 Difficult Skills to Teachers

Further attempt was made to elicit the difficult skills that teachers experience while teaching and learning, the responses are show in Table 4.4

Table 4.4 Difficult Skills to Teachers

Difficult Skills	Frequency	Percent
Reading	3	13.0
Listening	2	8.7
Speaking	14	60.9
Writing	4	17.4
Total	23	100.0

Table 4.4 shows that 3 (13%) teachers had a difficulty in the teaching and learning of reading skills, 2 (8.7%) had difficulties in listening skills, 14 (60.9%) teachers said speaking skills was a difficult skill they experienced while teaching and learning while 4 (17.4%) teachers were of the opinion that writing skills was a skill they had a challenge while teaching and learning. The study showed that speaking skills which was stated by the majority 14 (60.9%) of the teachers was the main problem they faced in teaching and learning.

4.2.1.5 Listening and Speaking Skills of Students

Further finding on listening and speaking skills of the students were explained by the teachers. The findings are presented in Table 4.5

Table 4.5 Listening and Speaking Skills of Students

Students Skills	Frequency	Percent
Above average	4	17.4
Average	8	34.8
Below average	11	47.8
Total	23	100.0

Table 4.5 shows that majority of the teachers 11 (47.8%) said that their students were below average, 4 (17.4%) of teachers in the sampled schools stated that their students listening and speaking skills was above average while 8 (34.8%) teachers stated that

their students listening and speaking skills of students was average. Listening and speaking skills of students are critical components in verbal communicative competence, therefore from the findings it can be seen that most of the students may be having problems with their verbal communication.

4.2.1.6 Teachers Views on Students Involvement in Oral Communication

Open ended question on students' involvement in oral communication in classroom interaction showed that most teachers had to be very keen when involving students in oral communication activities. Teacher 3 (**T3**) gave the following response on students' involvement in oral communication:-

I try to talk English with the learners as much as possible during lessons and also outside class.

Further findings from **T4** indicated that:-

During oral communication in the classroom you are likely to get some skilled pupils answering back in English, some answering in Kiswahili and some don't want to answer at all. So it is not always that easy to have a concrete answers.

This data highlighted a key aspect during oral communication in class that is related to shyness. Many students fail to communicate as a result of shyness. Failure to speak however ought not to be construed as failure in oral communication skills. This may be as a result of other factors as **T12** stated:-

When evaluating oral communication, you need to be sensitive, and if you have shy students in the class, this can be difficult.

Responses on oral interaction showed that it was low thus a concern to their verbal communicative competence. The following is an excerpt of **T1**:-

Because they are afraid of using English outside of class, students are reluctant to speak in English both inside and outside of the classroom, and in some way, they are also reluctant to use English inside the classroom.

Teacher 6 (**T6**) highlighted the following in regards to students' involvement:-

Because they continue to believe that the teacher is in charge, students are reluctant to participate actively in class. As a result, students become passive, restricting their interaction.

Teacher 10 (**T10**) further responded by saying that:-

Students have this tendency of laughing whenever a grammatical or pronunciation mistake is committed by their peers. Therefore to protect themselves from being laughed at, they are reluctant to speak English. This creates a vicious circle whereby the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking.

Student involvement was cited to be low as a result of lack of interest in speaking by

the students. The following excerpt by **T23** indicated that:-

When students see little progress, they tend to lose interest in what they are learning. Also, apprehension about making mistakes and losing regard are a portion of the variables that impacted understudies' readiness in taking part in homeroom oral correspondence. Some students avoid speaking the target language because they perceive it as a foreign language. As a result, they frequently exhibit a passive attitude in class because they are unable to express themselves naturally and spontaneously.

From the finding majority of the teachers pointed that the pupils' ability to express themselves orally is particularly hard. **T 10** indicated summarily stated that:-

It is fun and rewarding if students were to learn to speak English in the classroom. On the other hand you become demotivated to communicate if you to speak little English.

4.2.1.7 Teachers views on Students Perception on Speaking English

An open ended question was asked regarding students perception on speaking English in an English Lesson. The qualitative data obtained through the open ended question in teacher's questionnaire generally showed that students were willing to speak in English. However, some specific teacher responses were as follows:

Response from **T19** indicated the following:-

Well, most students who speak in English have a feeling that it is good. They have such a perception because they feel their speaking skills are good enough.

On the contrary students' perceptions were also noted to be moderate as stated by

T 20:-

Most students find significant problems whenever they speak in English. This makes them to shun speaking.

Teachers viewed student to be highly motivated in class as they spoke as indicated by

T2 and **T9** respectively:-

Speaking in English is a major objective for majority of the students in class.

And:-

Many of them are always ready to do everything to achieve it, including answering most of the questions and being at the forefront of most of the discussions.

Students also developed confidence while speaking in an English classroom as perceived by **T5-**

My students are always confident when they speak in English.

Others were enthusiastic as indicated by **T 11** as shown by the following sentiments:-

I have personally seen enthusiastic students during English language lessons.

Teachers felt that some students were of the view that they will pass or rather perform well with the continued speaking in English.

This is highlighted by the following **T11**, **T18** and **T20**sentiments.

*Some students have attested that they can do English well with continued speaking skills (**T11**).*

Another **T18** observed that:-

*Most students yearn for chance to speak in English because they always promise to do their best if given opportunity to interact in class (**T18**)*

Another **T20** rejoined saying that:-

Speaking in English is the main skill my students endeavor to achieve and master. On a daily basis they do practices with fellow students and teachers to develop this skill.

Findings indicate that there were mixed reactions from teachers. A number of them viewed their students' perceptions to be positive while others viewed as negative. Though all language skills are important to master students felt that speaking should be of significant importance. This is based on the idea that the first thing people see in you is speaking. These findings further indicated that the students should be given motivation, encouragement, training and reassurance. This was supported by **T22** who said that:-

Teachers need to find more friendly ways to correct and encourage students.

This was supported by **T13** who said that:-

Giving a well-disposed and favorable climate in the homeroom ought to be focused on

A point to note from the interview was that learners were critical component in terms of English language speaking in the classroom. This was confirmed by **T21** who stated that:-

It is no longer up to learners to make contributions to their language learning; instead, they actively participate in the process of designing and evaluating their language learning.

Similar sentiments were made by **T7** who said that:

Learner-centeredness teaching has created more responsibilities to the teacher and student in the English language lesson.

This was further confirmed by **T8** who observed that:-

Without students' participation in the English class, teaching and learning will not be effective or enjoyable, and teachers should accept this fact.

4.2.2 Teaching Strategies that Enhance Verbal Communicative Competence

The respondents were requested to select teaching and learning strategies activities used during verbal communication and explain why they rated them preferable. The open ended questions elicited the following responses: -.

4.2.2.1 Pair /group discussion

The following excerpts show teachers preferences in group discussion strategy in improving students' speaking skill:

This method is my preference because it inspires students to speak up in class. I would initiate a group discussion after first requiring each student to comprehend a text on their own. Each group presents their discussion's conclusion at the conclusion of the meeting. The students' pronunciation will benefit greatly from this strategy, as will their ability to communicate with both active and passive students. (T15).

Another excerpt from **T14** stated that:-

This method is my preference because it lowers the inhibitions of students who are reluctant to speak in front of the entire class and increases the sheer volume of learner talk occurring in a limited amount of time.

Further information indicated the following information regarding group discussion:-

Because students with innovative minds share their ideas and learn quickly and easily, group work is more beneficial than individual work. For instance, if I'm teaching proper nouns, I could divide the students into groups of four to five and ask them to use the proper nouns. At the point when understudies answer it turns out to be simple for the two understudies and instructor to grasp the continuous action (T1).

Furthermore the opinion about the size of the group and the fact that it matters to

the pupils is also expressed in a personal comment from **T16** who explains that:

It depends on what the class is talking about and the size of the group, some students really do not like to discuss things in English if the whole class is listening.

In any case, it is fundamental to stress that this result doesn't exclusively mirror the understudies' eagerness to talk in English classes. In entire class conversations, the possible measure of talking time for every understudy is obviously a lot more modest than in gathering or match work. This is highlighted in the following response:-

Certain skills like verbal communication, nonverbal behavior, conformity to norms, decision-making capacity, and cooperation are developed and improved during a group discussion. I can simulate group discussions on a variety of topics and provide students with thorough feedback. (T17).

Similar views were stated by **T1** who observed that:-

Students can also improve their oral and written communication skills through group discussions. It not only gives students the chance to work in small groups, easing some of the pressure, but it also gives them a chance to debate their points of view, rotate roles, and collaborate on a common objective.

Though group discussion as noted by **T1** was perceived to be of significance especially in small classes **T10** further noted that groups also worked well with large classes as stated by the following statement:-

One might feel that it is challenging to offer every one of their understudies the chance to talk in class, particularly assuming the class is enormous. One way that can allow every one of the understudies the opportunity to talk is by arranging them into matches or little gathering.

Furthermore **T11** observed that:-

Students can practice their speaking skills in a safer setting with pair and group work because fewer people hear them and all students have opportunities to speak and listen. This empowers understudies to foster trust in their talking in English.

T 5 also brought in the aspect of dictation in relation to group discussion in which the following was observed:-

Students can quickly become accustomed to speaking and listening to each other in English by using pair dictation. Students practice their pronunciation, and those who listen and write also practice spelling and punctuation. They gain confidence and improve their English speaking skills with these skills.

A point to note is that teachers need to schedule the lessons systematically before engaging in group discussion as stated by **T 20**:-

Before working in pairs or groups, students need to be aware of their responsibilities. It's a good idea to write instructions on the blackboard so students can see them as they work. You could also practice the activity with two students in front of the entire class before showing it to the rest of the class.

Lastly, **T13** pointed that:-

Students may find pair and group work difficult at first. It can help if you tell them about the benefits, and that it will get easier with practice. Pair and group work should be used often so that students get used to it.

A challenge towards group work was also cited by **T8** who observed that:-

A lot of support is needed to provide support for students who are struggling. They may need more help with words or phrases, or more time to plan what they are going to say.

4.2.2.2 Lecture

Open responses from teachers elicited the following assertions pertaining to lecturing as a strategy. Observation by **T19** indicated that:-

Lecturing gives us, the teachers, a forum in which we can express our attitudes and opinions about the material. This encourages students to think critically rather than just absorb facts.

T5 stated that lecturing was effective when dealing with large amounts of data. The teacher observed that:

I prefer the lecture strategy because it can be an especially effective way to convey relatively large amounts of content knowledge to numerous students efficiently.

Further response from **T22** showed how the lecture strategy can create a conducive learning environment. This is indicated in the following excerpt: -

An efficient conversation may basically make the pleasant growing experience to propel understudies in learning and work on their talking execution.

Further responses supported these sentiments as highlighted in the following responses:-

Lecturing creates a climate in which students feel at ease. (T18)

And,

The class becomes a comfortable and stimulating environment where teacher-student and student-student interaction happens spontaneously and naturally. (T17).

These responses indicate that the lecture strategy may be utilized well in classes which are big. The classes in the schools under the area under study are large therefore justifying the usage of this strategy as mentioned by the teachers.

4.2.2.3 Dramatization

One of the participant defined dramatization in the context of verbal competence as:-

A strategy of animation that reinforces student learning (T1).

Further elaboration was given by T9 who observed that: -

The technique for dramatization is movement of any subject by understudies who use impromptu creation as opposed to foreordained situations

Lastly, teacher T11 observed that: -

It is a strategy wherein students work on something through following through with something

From the findings dramatization can be seen as a strategy in which learning is done by doing and experiencing something.

Several responses were elicited by the teachers as shown in the following excerpts: -

Drama is a special instrument, essential for language improvement as it reenacts reality and creates self-articulation (T8).

Teacher T8 observed that activities in drama make learners to have experience of the language. The teacher observed the following;-

Drama activities or techniques are just as effective at getting students to experience language in action and motivating them to use language embedded in a situation and context.

Another role of dramatization was observed by **T3** who observed that:-

Drama helps students become confident and clear speakers by teaching them how to properly enunciate their words and project their voices.

This response shows that verbal competence can be enhanced through dramatization that encourages students to speak. This can be also enhanced through the roles that the characters will be assigned. This was explained by **T23** who observed that:-

Students take on a variety of roles in drama. After that, they take on the role that was given to them. They think and talk in the same way that the related character does. Students improve their verbal language skills in this way.

Experience was also noted by **T19** who was observed by:-

Drama gives students a chance to experience events and learn something new.

T 4 noted that:-

I use dramatization in teaching verbal communication. Students are better able to integrate with one another, develop their self-esteem, find solutions to any problems that arise in the environment they are in or live in, identify various aspects of themselves, and better adapt to when I use this strategy.

From the responses dramatization enhances learning of language whereby learners will ape what others are doing and put in the context of the lesson.

Teachers also stated that drama facilitated student learning. Two of them reported that:-

Students always want to study through drama since it makes the lesson and topics more joyful (T9).

And:-

Students want us to deliver the lesson using drama. (T16).

Teacher 16 added that:-

Drama helped students understand the material much better. Additionally, it was argued that students retain material learned through drama longer.

Though a number of teachers preferred this strategy to improve learners' verbal competence as stated by **T16**, **T9** and **T23**, a few of them had a contrary opinion. Some of the teachers mentioned negative effects of drama when used in language lessons. For instance, they stated that:-

Due to the roles they play, some students can be mocked by their classmates. (T9).

Another observation was noted thus:-

If any problem occurs in role playing, it may lead to derision. (T3).

There was also one participant who argued that:-

When the lessons were conducted through drama, the students perceived the course as more play, leading to insufficient learning of the material. (T24).

Lastly, (**T7**) pointed out negative opinion towards dramatization as follows:-

I apply it but not very often. The reason that I cannot apply very often is that I do not think that knowledge and skill in this subject will not be enough to apply drama activities in a positive way.

Though negative opinion was mentioned it is important to mention that the positive role that dramatization had outweighs the negative opinion.

4.2.2.4 Role play

The study looked at role play as a strategy. Teachers elicited the following responses:-

Description of role play was explained by **T7** in the following excerpt:-

I do assign students tasks during role play that require them to gather information, speak, or perform. Despite this, it is a fantastic activity that helps students increase their vocabulary and confidence. Students develop strong communication skills and can speak fluently.

Further explanation was given by **T1** as follows:-

I prefer role play because communication is not confined in one situation and role play gives a scope to play a series of different situational interactions.

Further finding from **T12** indicated that:-

Role play is preferred because it helps learners to practice English in a controlled situation so that they could gain confidence to perform in a 'real life situation'.

Lastly **T22** observed that:-

To encourage students in speaking, sometimes I asked students to do a role-play in class.

From the findings students play a big role in role play with the assistance of teachers.

It is important to assist students who may be shy and hesitant to role play in school.

This is highlighted in the following statement:-

When we gave the students a role play, we noticed that they were initially hesitant. They were initially reluctant due to their unfamiliarity with such activities. (T18).

Further findings indicated that interaction amongst student was key in role play. Such interactions are critical during oral communication in class. This is indicated in the following excerpt by **T2**:-

Students have the opportunity to practice interacting with others in certain roles," says role-playing.

Regarding role playing the following response shows the aim of role playing:-

The goal is to get students to feel, react, and act in a way that is as close as possible to how someone would act in that situation compared to normal situations. (T15).

Findings indicate that through role play, students are seen to gain a different experience related to the way they communicate. This was affirmed by **T14** who said that:-

Over the course of the term, students' fluency improved as a result of this strategy. Students did a good job acting out a familiar scenario, and they improved when they watched their recorded performances with oral feedback.

Other than the English language students had the added advantage of awareness to other cultural aspects. This is indicated in the following response:-

Role play has increased students' intercultural awareness and developed overall communicative competence. We do give students opportunity to practice by improvising real-life spoken language in the classroom (T10).

To epitomize the above discoveries, we find that pretend technique has shown to be successful in working on students' open abilities. Educators showed that students' self-awareness and advancement is conceivable utilizing pretend as it is 'intelligent, imaginative, fascinating and persuading. Pretend assisted with expanding students talking capacity and they showed imagination more in pretend as opposed to different exercises.

4.2.2.5 Field work

Little information was given regarding field work as a strategy. This may be as a result of the strategy being used rarely by teachers. Out of the 23 teachers only one responded saying that:-

Fieldwork methods such as story telling makes student feel confident of speaking openly about their experiences (T7).

4.2.2.6 Debate

The findings regarding debates as a preferred strategy elicited the following responses from the teachers. **T13** observed that:-

I have used debates in improving language competences, because it does not necessarily require a very high level of proficiency.

Other teachers used debates for purposes of introduction as summed up by **T9**

I have been introducing my students to debates every now and then.

Additionally debates were used so to strengthen audio – oral skills of learners as observed by **T11**

Debate is particularly useful for fostering audio-oral skills.

Teacher 11 views on enhancement of oratory skills by the debates was supported by **T19** views. The teacher observed that debates were an excellent way of improving the linguistic skills of the learners:-

Debate engages students in a variety of cognitive and linguistic ways, making it an excellent language learning activity. Debate is a great way to practice speaking in a meaningful way and improve your ability to make persuasive arguments in writing and speech.

Further **T15** affirmed this role of debates by indicating that:-

Students are encouraged to speak effectively through debates.

Concerns of how debates improve the language skills as observed by the teachers was further highlighted by **T23** who pointed that debates can be used in all the four skills:

All four English language skills—listening, speaking, reading, and writing—are practiced when debating is used. Debaters are skilled at stress and word pronunciation.

It is useful to mention that once oral skills are improved then learners' pronunciation is also improved. This is indicated in the following excerpt by **T7**.

Customary act of debate will further develop familiarity, elocution and jargon.

This is further indicated in **T1** observation:-

Through debates I can get feedback on pronunciation and choice of words.

This strategy provides an opportunity for everyone to speak. This can be through formal and informal debates.

*Classroom debates help students learn through friendly competition and oral presentation (**T14**).*

*The teachers have provided a wide range of interesting insights regarding language learning: They believe that students' language competence, specifically vocabulary expansion and fluency, can be improved through debate. (**T11**).*

Debates appear to give a successful learning climate, which can assist understudies with working on their oral abilities in a viable manner as called attention to by the accompanying citation

Learners learn very easily and in a very natural way (T 15).

Another comment from a teacher underlines the impact of debate on the development of language skills:

Deliberations contribute to other aspects of the learning process in addition to linguistic competence. When you debate, you are unquestionably a member of a learning group, which fosters improved teamwork. (T 20).

Teacher 12 observed that through debates learners are able to do research on their own as indicated in the following excerpt:-

You learn how to speak in public, to carry out research on a specific topic, how to recognize reliable sources, and to compare, select and synthesize data (T16).

The teachers' strong belief in debate as a powerful strategy for language learning is one of the primary outcomes of the open-ended debate questions. They want debate to be used regularly in the classroom. Debates can help students strengthen and expand their knowledge of a subject, engage them in the learning process, demonstrate their ability to analyze, incorporate, and apply literature to a variety of contexts, improve their ability to organize and listen, and boost their confidence when confronted with disagreement

4.2.2.7 Simulations

This strategy was not used by teachers frequently. Only two teachers responded that:

Through this strategy learners acquired greater powers of decision, persuasion and assertiveness in communication (T9)

Teacher 4 stated that:

Through simulation practices students become brave and confident to talk.

The simulation provided students with a practical exercise that demonstrated and reinforced career-relevant concepts and skills.

4.2.2.8 Dialogue

Several responses were given by the teachers as highlighted:-

I prefer dialogue because it is a strategy that provides a wholesome tasks and practice that supports communicative skills (T2)

Teacher 6 observed that through dialogue students were able to learn the process of speaking. This is indicated in the following excerpt:-

This strategy is preferred because it helps students to learn and experience the enjoyable process of speaking.

Another T2 observed that:-

The students enjoyed the whole process of teaching and learning since this method encourages students to be more active and takes the challenge they never did before.

Teachers concluded that by teaching students to take turns and play positive roles, dialogic instruction enhances students' speech and influence mechanisms. Additionally, it encourages students to think critically, cultivates influence, and enables them to freely and confidently express their opinions.

4.2.2.9 Project work

In summary, the responses of teachers indicated that: The projects provide students with numerous opportunities to engage in real-world conversation; by carrying out a genuine interview with the sources, who are unfamiliar to them.

4.2.2.10 Involvement of Students in the Class Activities

Teachers were asked how they involve students in the class activities that are used to enhance verbal communicative abilities. Their responses are presented in the following excerpts:-

One of the teachers (T22) stated that they utilized active participation of the learners.

The teacher stated that:-

I use active learning and speaking while teaching in which students are thoroughly and thoughtfully engaged with each other or the teacher

Another related response to this was a teacher (**T6**) who specified that he ensured that learners are engaged:-

I always pay close attention to student engagement. I've discovered that it's difficult to keep students focused when the lesson comes from the teacher. So I ensure that I engage them in questions and answers as I use different strategies.

Other ways included a pre - preparation of the lesson activities by teachers as shown in the following response:-

*Stimulating the class through an exercise has assisted me to involve the students from the start. I ask students to find the mistakes planted in material written on the board or from the pronunciation I make at the beginning (**T14**).*

Other responses touched on team work in which a group performs a task and another one responds to the tasks that the other group performs. This is indicated in the following excerpt:-

*Prior to the activity I create a teamwork assignment touching on speaking exercise that is supposed to be done while the other half of the teams builds the answers (**T23**).*

Teacher 4 mentioned that:-

When I begin a presentation, I pair students up, have them discuss their prior knowledge of the task, and then ask and answer questions.

This involvement attempts to move from teacher-centered learning to student-centered.

Other responses on involving learners touched on teachers using previous knowledge to introduce new content. This is indicated in the following excerpt:-

To ensure that students are involved in the class activities I connect them with students' previous knowledge and experiences, highlighting the value of an assigned activity (T13).

Lastly, several teachers mentioned the importance of a healthy relationship. A teacher (T18) stated that:-

High-quality teacher-student relationships are important in engaging students.

The findings indicate that teachers were utilizing different ways to involve learners in the class activities. These included team building, building a healthy relationship and having previous information on what was supposed to be taught.

4.2.2.11 Challenges Faced when Using Class Activities

Various challenges experienced during class activities were cited by teachers. The following responses present some of the challenges that were raised by teachers:-

A teacher T14 indicated lack of time for planning

The fact that we have to play multiple roles in the classroom makes the situation more difficult. Among them are bringing in new creative approaches to meet the current educational trends, updating subject records, marking assignments, and managing field trips.

According to the findings, teachers were having a hard time juggling multiple responsibilities because they did not have enough time to plan. They are under a lot of pressure to prepare, plan, and complete tasks that are expected of them, and the lack of time doubles that pressure.

Teachers also cited a lot of paper work in school as shown in the following excerpts

In addition to preparing quality teaching content, it is common for school management to hand us with many additional roles including co-curricular, counseling and a lot more (T12).

Further finding indicated that:-

We come up with records, prepare and update student growth indicators in addition to teaching notes. Such excessive paper works

take a lot of time out of our regular schedules. This can seriously impact the quality of work we deliver (T11).

It's hard for them to deal with everything at once without allowing for criticism. It can be bad for their health, and many people are having trouble finding a good work-life balance.

Another challenge that was highlighted was the issue of handling diverse learning needs. This is shown in the following response:-

The type of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while approaching oral skills is a serious challenge (T1).

A similar response to the diverse needs is as shown below:-

Nowadays, I try differential teaching strategies to satisfy a slow learner and quick learner. So am forced to bring in a lot of creativity and diverse strategies which in turn requires additional preparation time. However, once you learn to come out of it, it will, of course, be an empowering experience (T11).

Other than the diverse learners need teachers mentioned the challenge of handling many masters in the line of duty as indicated in the following excerpt:-

We are in the middle of numerous "masters," including students, parents, and school administrators. It can be difficult for them to satisfy all of them on the same meter. The job can be difficult for us if the management is unsupportive, the class of students lacks teamwork, and the parents are complaining without understanding. Additionally, there may be arguments or even fights between these "masters," and at least occasionally, taking a stand to resolve the issue can be somewhat upsetting for us. (T16).

As the teachers try to solve these challenges there is an aspect of burn out as shown in the following excerpt:-

Teachers' burnout can be easily caused by a variety of factors. Burnout can be caused by feeling overworked, unsupported, underpaid, lacking personal time, having trouble finding a work-life balance, and not getting enough sleep. Overworking can even affect the most enthusiastic teacher, affecting their classroom management and resulting in more serious issues. (T15).

Away from the school set up teachers are also faced with the challenge of lack of parental support. One of the teachers (T5) stated that:-

Even when it is the teacher's responsibility to give students a good education, the process can't be finished without the help and understanding of parents. When it comes to oral communication, parents should be the ideal working partners for teachers in order to provide students with the best learning experience possible.

The aspect of changing education trends especially during national marking is another challenge that faces teachers as espoused by the following T9 response:-

This is one of the worst classroom challenges faced by teachers as examination marking trends have been changing every year. Though as teachers we are eager to adopt new trends we may not take the same effort to give proper training to students on how to use these new rules. Therefore we will have to figure out ourselves on how effectively we can utilize the new rules.

These changes can actually result in inconsistency in teaching styles and more often leading to frustration and low job satisfaction.

Lastly teachers mentioned the challenge of students' indiscipline:

It's possible that not all students in a class are polite or respectful. There may be instances of grave disrespect for teachers, and the regulations that protect students may cause teachers headaches (T19).

It can be seen from the findings that as teacher aspire to effectively teach they are curbed by several challenges that affect their styles of teaching.

4.2.3 Teacher of English's Role in Enhancing Learners' Verbal Interaction

The second objective of this study was to investigate the role played by the English language teacher in enhancing learners' verbal interaction in the development of communicative competence in the classroom. To achieve this objective, the respondents were requested to rate their level of agreement on a three point rating scale items in the questionnaire on the roles played by teachers in enhancing verbal communicative competence. Their responses were tabulated and the Results are

presented in the following sections. Teachers' responses in relation to the role they played in enhancing learners' verbal interaction in the development of communicative competence are presented in Table 4.6

Table 4.6 Teacher of English Inter-Communication

Teacher communication	Often	Rarely	Never
Communicating with students outside classroom in English	3 (13%)	12 (52%)	8 (35%)
Reading instruction and or activities with the students	15 (65%)	5 (22%)	3 (13%)
Giving out oral tests	3 (13%)	17 (74%)	3 (13%)
Encouraging other teachers to communicate in English with students out of class	2 (9%)	7 (30%)	14 (61%)

Table 4.6 shows that 3 (13%) of the teachers often communicated with students outside classroom in English, 12 (52%) rarely communicated, while 8 (35%) of the teachers never communicated with the students outside. This finding indicate that majority of the teachers (52%) rarely communicated with students. As a matter of concern results shows that 40% of the teachers never communicated with students outside classroom in English. This implies that verbal communicative abilities cannot be enhanced because the avenue through which such communication can be enhanced is curtailed.

Table 4.6 also shows that 15 (65%) of the teachers were often engaged in reading instruction and or activities with the students, 5 (22%) were rarely involved while 3 (13%) were never involved. Responses show that majority of the teachers read instruction to students. Further 3 (13%) of the teachers were often involved in giving out oral tests, 17 (74%) of the teachers were rarely involved while 3 (13%) were never involved in giving out oral tests. The responses show that majority of the teachers 74% were rarely involved in giving out the oral tests. Oral tests are important in

developing verbal communication among learners thus its importance in lessons. Lastly, it is seen in Table 4.8 indicated that 2 (9%) of the teachers often encourage other teachers to communicate in English with students out of class, 7 (30%) of the teachers rarely encouraged while 14 (61%) never encouraged other teachers. The responses show that majority of the teachers 61% did not encourage other teachers to communicate with students in English outside classroom.

4.2.3.1 Non English Subject Teachers Communication

An attempt was made to investigate the language that is mostly used by other teachers when communication in the school compound. The findings are summarized in Table 4.7

Table 4.7 Non English Subject Teachers Inter – Communication

Inter -Communication	English		Kiswahili		Native Language		Sheng		Combination of two or more	
	F	%	F	%	F	%	F	%	F	%
Students in the classroom	8	35	11	48	0	0	0	0	4	17
Students outside the classroom	3	13	14	61	1	4	0	0	5	22
With other teachers	2	9	7	30	10	43	0	0	4	17
Support staff	1	4	13	57	8	35	1	4	0	0

Table 4.7 shows that 8 (35%) of the non-English subject teachers communicated in English with students in the classroom, 11 (48%) communicated in Kiswahili while 4 (17%) communicated using a combination of two or more languages. The response shows that majority of the non-English subject teachers communicated with students outside classroom in Kiswahili while a few communicated using a combination of two or more.

Table 4.7 indicate that 3 (13%) of the non-English teachers communicated in English with students outside the classroom, 14 (61%) communicated in Kiswahili, 1(4%) communicated in native language while 5 (22%) communicated using a combination

of two or more. The responses show that majority of the non-English subject teachers 61% communicated with students outside the classroom in Kiswahili. Further information in Table 4.8 indicated that 2 (9%) of the teachers communicated in English with other teachers, 7 (30%) communicated in Kiswahili, 10 (43%) communicated in native language, while 4 (17%) communicated using a combination of two languages. This finding shows that majority of the non-English subject teachers 43% communicated in native language. Lastly, information in Table 4.8 reveals (4%) of the teachers communicated in English with other support staff, 13 (57%) communicated in Kiswahili, 8 (35%) communicated in native language, while 1 (4%) communicated using sheng. This finding shows that majority of the non-English subject teachers communicated using Kiswahili.

4.2.3.2 Frequency of Listening and speaking Activities

An attempt was made to investigate on the frequency of listening and speaking activities. The findings are shown in Table 4.8

Table 4.8 Frequency of Listening and speaking Activities

	Always		Often		Sometimes		Never	
	F	%	F	%	F	%	F	%
Listening and speaking activities								
I teach listening and speaking as a whole class activity	10	43	8	35	2	9	3	13
I create same ability groups	4	17	7	30	7	30	5	22
I create mixed ability groups	4	17	8	35	10	43	1	4
Students work independently on an assigned goal	11	47	5	22	5	22	2	9
Students work independently on a goal they chose themselves	4	17	6	27	3	13	10	43

Table 4.8 shows that 10 (43%) teachers always taught listening and speaking as a whole class activity, 8 (35%) performed this role often, 2 (9%) performed this role sometimes while 3 (13%) teachers never performed this role. The response shows that majority of teachers always performed the role of teaching learners listening and

speaking as a whole class activity. Further it is seen that 4 (17%) teachers always created same ability groups, 7 (30%) performed this role often, 7 (30%) performed this role sometimes while 5 (22%) teachers never performed this role. The response shows that majority of teachers often, sometimes and never created same ability groups. Further information in Table 4.9 shows that 4 (1%) teachers always created groups with mixed ability, 8 (35%) performed this role often, 10 (43%) performed this role sometimes while 1 (4%) teachers never performed this role. The response shows that majority of teachers sometimes performed the role of creating mixed abilities.

Table 4.8 gives that 11 (47%) teachers always performed the role of making students work independently on an assigned goal, 5 (22%) performed this role often, 5 (22%) performed this role sometimes while 4 (17%) teachers never performed this role. The response shows that majority of teachers often performed this role.

Lastly, information in Table 4.8 shows that 4 (17%) teachers always performed the role of making students work independently on a goal they chose themselves, 8 (32%) performed this role often, 3 (13%) performed this role sometimes while 10 (43%) teachers never performed this role. The response shows that majority of teachers never performed the role of making students work independently on a goal they chose themselves.

4.2.3.3 Ways that Teachers Encourage Student to use English

The research established ways that teachers use to encourage students to use English. The general view of the teachers indicated that teachers actively encouraged students to use English. However, some specific responses are presented in the following excerpts:-

A **T12** stated that she encouraged her students to use English language through songs:-

The students were able to speak more fluently when I used songs. I asked the students to pick their favorite English songs for this activity. Then, the song's lyrics should be well-remembered. The students then sang individually in front of the class.

Songs were also helpful in encouraging students to speak as indicated by **T10** that:

Songs are very helpful in improving students in speaking, and also their pronunciation.

This strategy was also used by another teacher to make students interested in her speaking class and also enhance their speaking skill. This is an excerpt from.

I chose songs as the activity for my speaking class to make it more enjoyable. Students can freely select their favorite songs for this activity. The students were then asked to sing in front of the class by T6 I.

Besides songs discussions in class was also mentioned as stated by the following teacher's comments:-

Discussion is the best activity we can do in a classroom. Everyone is free to speak their mind and be heard in a discussion. As a teacher, I give everyone a chance to speak in the discussion that makes a child feel at ease. Because they are aware that they are being heard, this also contributes to a positive classroom atmosphere. As a result, the environment benefits. (T10).

Public speaking was also mentioned by another teacher who felt that it made his students to speak more. This is represented in the following response:-

I encourage my students to speak in the assemblies. And if students don't come out by themselves I select them to speak in the morning assemblies and also alert them that tomorrow they will be speaking (T4).

Other comments included the following:-

I utilize storytelling to help students develop their speaking ability (T9).

A teacher **T16** indicated that small group discussion helped to improve speaking skills:-

Small group discussion also has an important role to improve students' speaking skill and increase their vocabulary (T19).

From the excerpts it is useful to mention that varied ways are being utilized to encourage students to speak thus improve their verbal skills.

4.2.4 Availability and Use of Instructional Materials

To accomplish this objective the accompanying inquiry was figured out; how is the accessibility and utilization of educational material in improving improvement of verbal open ability of students in English during homeroom connections? The reactions are introduced in the accompanying sub segments. Open and close finished questions were utilized to assemble data on the accessibility and utilization of educational materials. The findings are indicated in Table 4.9

Table 4.9 Availability and Use of Instructional Materials

Instructional Materials	Every day or almost every		Once or twice a week		Once or twice a month		Never or almost never	
	F	%	F	%	F	%	F	%
Text books	9	39	12	52	2	9	0	0
Class readers	0	0	6	26	10	43	7	30
Youth newspapers	2	9	1	4	6	26	14	61
Audio dictionary	0	0	0	0	4	17	19	83
Materials from other subjects	0	0	0	0	5	22	18	78
Materials written by students	2	9	4	17	10	43	7	30

Information in Table 4.9 shows that there were varied instructional materials that teachers utilized to enhance verbal communication competency. Among the instructional materials available for enhancing verbal communicative competency includes text books, class readers, youth newspapers, audio dictionary, materials from

other subjects and materials written by students. However, their use was varied as indicated in Table 4.14. The findings indicate that 9 (39%) teachers used text books every day, 12 (52%) teachers used the text books once or twice a week, 2 (9%) used text books once or twice a month while none of the teachers never or almost never used text books.

Table 4.9 shows that 6 (26%) of the teachers used class readers once or twice a month while 7 (30%) teachers never used class. This finding implies that usage of class readers minimal. This may hinder verbal communicative competency. Table 4.11 also indicate that 2 (9%) of the teachers used youth newspapers every day or almost every day, 1 (4%) of the teachers used youth newspapers once or twice a week, 6 (26%) used once or twice a month while 14 (61%) never used newspapers to enhance verbal competence. Results also reveals shows that 4 (17%) of the teachers used audio dictionary once or twice a month while 19 (83%) never used audio dictionary. Though, audio dictionary is a very critical component in developing speaking skills which is important in verbal communicative competence, findings indicate that majority never used audio dictionary.

Results in Table 4.9 shows that 5 (22%) of the teachers used materials from other subjects once or twice a month while 18 (78%) never used materials from other subjects. Lastly, the findings indicate that 2 (89%) teachers used materials written by students every day, 4 (17%) teachers used materials written by students once or twice a week, 10 (43%) used once or twice a month while 7 (30%) never used materials by students.

4.2.4.1 Provision and Utilization of Recommended Instructional Materials

Teachers gave a yes and no response in an equal measurement regarding provision of recommended instructional materials. On how to utilize the instructional materials majority of the were of the view that current material should be applied;-A teacher (T5) observed that;-

Before selecting a text, it is important to know what books are currently on the market. In order to achieve this it is important to network with colleagues who teach the same or similar topics.

Another response that was cutting across in most of the teachers responses was that teachers should choose materials that contain the content that ought to be taught. This is encapsulated in the following statement:-

Select a book that contains the majority of the necessary information and add additional readings to it. Students are made aware of the existence of other resources by this. (T9).

Another way is indicated by the following response from T16:-

It is important for students to understand that a textbook is not always the sole source for information regarding oral communication .If the instructor also expressly disagrees with some of the book's interpretations or approaches, students may learn that it is acceptable to question the text. By presenting justifications and evidence for opposing viewpoints, the instructor can demonstrate critical thinking by using alternative interpretations as examples of unsolved issues. However, the instructor needs to exercise extreme caution to avoid causing students to stop using the text or to question the instructor's decision to select it.

These represent the views of the few teachers who responded on how best they can utilize the instructional materials. Of importance is that we should not detach from the instructional material neither should our learners be dependent on teachers too. It is critical that the two should complement each other.

4.2.4.2 Usage of Texts during Oral Skills Lesson

Responses from the questionnaire indicated the frequency of usage of recommended texts during oral skills lesson. The findings are indicated in Table 4.10

Table 4.10 Usage of Texts during Oral Skills Lesson

Usage of Recommended Texts	Every day or almost everyday		Once or twice a week		Once or twice a month		Never or almost never	
	F	%	F	%	F	%	F	%
Short Stories	0	0	8	35	10	43	5	22
Poems	0	0	2	9	7	30	14	61
Descriptions and explanation about things people or events	0	0	8	35	12	52	3	13
Instruction on manuals about how things work	3	13	8	35	10	43	2	9
Charts and diagrams	0	0	5	22	0	0	18	78

Further information in Table 4.10 shows that 8 (35%) of the teachers used short stories once or twice a week 10 (43%) of the teachers used short stories once or twice a month while 5 (22%) never used short stories.

It is seen in Table 4.10 that 2 (9%) of the teachers used poems once or twice a week 7 (28%) of the teachers used poems once or twice a month while 14 (61%) never used poems. Table 4.10 also reveals 8 (35%) of the teachers used descriptions and explanation about things people or events once or twice a week 12 (52%) of the teachers used once or twice a month while 3 (13%) never used. Results also stated that 3 (13%) of the teachers used instructions on manuals about how things work every day or almost every day, 10 (43%) of the teachers used once or twice a week, 10 (40%) used once or twice a month and 2 (9%) never or almost never. Lastly, information in Table 4.10 showed that 5 (22%) of the teachers used charts and diagrams while 18 (78%) never used.

4.2.4.3 Utilization of Texts during Oral Skills Lesson

Teachers utilized recommended texts in various ways as indicated in the following responses: -

There was utilization of open ended questions as indicated by **T12**

I pose unassuming inquiries (inquiries in which there are no set in stone response from the text).

Formulation of answers was also observed by **T9**

I give children ample time to formulate answers from the texts.

Sentiments by **T23** were related to **T12** as indicated in the following excerpt:-

I ask open-ended questions to follow up on what they share from the text.

Another **T7** indicated that:-

Learn some of the key words and phrases in the languages represented in the poem, for the benefit of English language learners and everyone else, record them, make word/picture cards, and provide them during a listening session.

These responses indicate the importance of making the learner the center piece of ensuring that the texts are used effectively. **T10** observation was on the importance of direction to learning activities:-

Giving instruction and directions during all learning activities

Another way of actualizing utilization of texts was through reading aloud as indicated by **T6**

Reading stories aloud to the learners and encouraging them to re-tell the story in sequence

The findings indicate that for an effective speaking model to be developed from the aforementioned texts such as poems, short stories and others both formal and informal activities should be integrated. Conversational aspects of language should also be emphasized.

4.2.5 Teachers Response Regarding Students Attitude towards English Subject

The study looked at the attitude of learner's attitude towards English as a subject. The open ended questions elicited the following responses;

Further findings from T15 indicated the following;

I cannot really tell whether English is the best subject for my students because students ought to like all subjects in order to excel in their academics. Having said that, I can easily tell that owing to the performance in English you can be able to know whether English is their best subject or not. Performance in English over the years has not been good both externally and internally. Our school has never had a mean above 4.0 in the KCSE. Other subjects have performed better than English. This can easily be taken to imply that probably English is not their best subject.

Another teacher (T4) had this to say;

Students in this school don't like English. This is evident from the mode of communication that they use. The students have continuously used mother tongue in disregard to the language policy in school. Sometimes they fail to respond in English even after being asked in English.

The study looked at the attitude of learners towards reading. The open ended questions elicited the following responses from the teachers;

One of the Form three teachers of English responded as follows;

Our students don't read novels, plays and short stories. It is worrying that even the examinable set books are not read by students unless pushed. This is likely to influence negatively on their verbal communicative competency. The students read the books when literature lessons are on. Rarely will you see students walking with books to read. This may be a product of poor attitude that students have towards English (T17).

One of the teachers (T10) had following reaction;

Since I started to teach this Form 3 class I have always asked them if they read novels. The common response has been yes. But when asked which novel, what are the themes or mention any character? They fail to respond. Failure to read novels may be interpreted to mean the students' attitude is not good.

An attempt was made to inquire whether the perception that English is a foreign language may impact on students' attitude thus affecting their verbal communicative competence. The findings are presented in the following excerpts;

T 4 cited the following;

English being a foreign language has not made us not to communicate in English. We haven't discouraged students from speaking and communicating in English. In fact we have encouraged students to speak and communicate in English because some of them may land for jobs and scholarships abroad. As a result they will be required to communicate in foreign language. We keep telling them that, nowadays there is a test to check on the fluency of people to communicate in English. Such tests are crucial for one to be handed a visa.

A further response from **T16** indicated thus;

At no point in time has the aspect of English being a foreign language impacted my learners from communicating in English. Many of my students have learnt English as their first language not knowing that it's foreign.

The responses indicate that student's attitude may not be affected by virtue of English being a foreign language. This implies that the students are likely to continue using the language thus improving their verbal communicative competence

An attempt was made to inquire whether learning and teaching would be interesting if it is done in either Kiswahili or mother tongue. The findings are presented in the following excerpts;

Some of the teachers had this to say;

*Teaching and learning in mother tongue may be problematic because some of us may not be in a position to understand let alone communicate in mother tongue. There are no books that have been written in mother tongue thus impossible for students to gauge their verbal communicative competence. Matters are even worse because language structure in mother tongue is not the same as that of English subject. This may give a wrong impression in terms of students' performances (**T6**).*

These responses show that attitude towards English may not improve by using mother tongue and Kiswahili during teaching and learning. In any case this is likely to contribute towards a poor student attitude towards English subject impacting negatively on the verbal communicative competence of the learners.

An attempt was made to inquire whether students enjoy sharing their views with other in group discussions. This was meant to elicit responses that will indicate whether students' attitude in English was positive or negative. The findings are presented in the following excerpts;

T3 commented that;

During group discussions you can easily tell a student who is participating actively and the one who is not participating actively. This arises from the fact that students who believe in themselves and have right attitude always express themselves without fear unlike those who doesn't have the right attitude.

From the responses we can argue that attitude towards English language is critical in enhancing students participation in verbal communication.

Group presentations in class were looked at with the aim of establishing whether it helps students in expressing his/her opinions to others. **T10** said that;

Students' verbal skills have been improved greatly as a result of group presentation. Students have been able to present a wide range of topics in literature and grammar thereby improving their verbal communication significantly.

The findings show that group presentations improve learners' performance.

An open ended question was asked regarding students view on whether Kiswahili is easier to use than English in both spoken and written modes. The response from the

T20 was as follows;

My students sometimes use Kiswahili to answer questions in English language lessons. They frequently use Kiswahili to communicate thereby improving their attitude at the expense of English language (Teacher of English).

The high frequency of students using Kiswahili has not impacted on the performance of the learners in English. We have learners who use more of Kiswahili but perform well in English (Teacher of English).

The responses shows that majority of the learners prefer to use Kiswahili than English. This improves the learners' attitude in Kiswahili. It is important to note however that such a scenario does not necessarily mean that they will perform poorly in English. They may lack to sharpen their verbal skills but still perform well in English.

4.2.6 Instructional Elements that Determine Learners' Ability in Verbal Communication

The study further sought to find out how regarding particular language their best subject, reading novels, perceiving English as a foreign language, learning and teaching in Kiswahili and mother tongue, sharing views with others in group discussions, group presentations and Kiswahili being easier determined learners ability in verbal communication.

The teachers' response showed that in deed the elements mentioned determined the learners' ability in verbal communication. One of the teachers stated that' "when students engage in use of mother tongue they may be affected when they speak in English". Much has been mentioned alongside these lines on how mother tongue being the first language can impact on students' language formation. Another teacher mentioned that, "When students regard English as their best subject they will develop a positive attitude that will enable them to engage in verbal communication frequently". It is worth noting that when a student has a positive attitude he or she has an easier time to express himself or herself in the English language. Other responses included the following regarding Kiswahili being easier to use, "this may have a negative impact on the verbal communication of students. This is because the student

will always be using Kiswahili in oral communication thereby reducing their abilities greatly.”

Further finding indicated that group discussions in class enhance verbal communicative ability as indicated by the following response, “group discussion enables the slower learners to catch up with the rest as the teacher has a closer look. Eventually such a learner will be able to improve”. This was further confirmed by another teacher who said that, ‘group discussion is a key element in ensuring verbal communication ability because it makes the members to move at an equal pace and is subject to healthy completion.’ What these findings indicate is that this element is important in improving verbal communication among students in secondary schools.

4.3 Results from Students Questionnaire

Students’ questionnaire was used to collect data and the presentation, analysis and interpretations are provided in the following subsections:-

4.3.1 Performance of English

Students who were sampled for the study were asked to give the score they obtained during their end of term test. This was meant to give a glimpse of their performance and whether the results could have been impacted by their verbal competence. Their responses are presented in Table 4.11

Table 4.11 English End of Term Score

Number of students	Frequency	Percent
0 - 20	81	20.3%
21 – 40	126	31.5%
41-60	110	27.5%
61- 80	76	19%
81 – 100	7	1.8%
Total	400	100.0

Table 4.11 shows that 81(20.3%) students scored between 0 – 20 in the English end of term test, 126 (31.5%) students scored between 21 – 40 marks in the English test, 110 (27.5%) scored between 41 – 60 in the test, 76 (19%) scored 61 – 80 marks while 7 (1.8%) scored above 81 marks. The study showed that majority of the secondary school learners scored below average. This implies that there is a problem in some of the skills that is assessed. This may be speaking, listening, reading or writing.

4.3.2 Rating of English in terms of Difficulty

Students' responses varied between difficult, challenging, fair and easy. Some of the students said that, "it depends whether it is grammar, oral or literature. To me it is generally fair." Generally majority of the students said that English subject was fair and they were optimistic of performing well in the final exam. A few students stated that English was hard and they were struggling to perform well in school. This is indicated in some of the following responses, "I have been performing poorly in English. I attribute this to inadequate practice especially speaking." Another student stated that, "owing to my poor background I have been performing poorly in English."

4.3.3 Students Language of Communication in School

The researcher wanted to find out from the students the language they used to communicate while in school. This information is further corroborated by the findings as shown in Figure 4.1

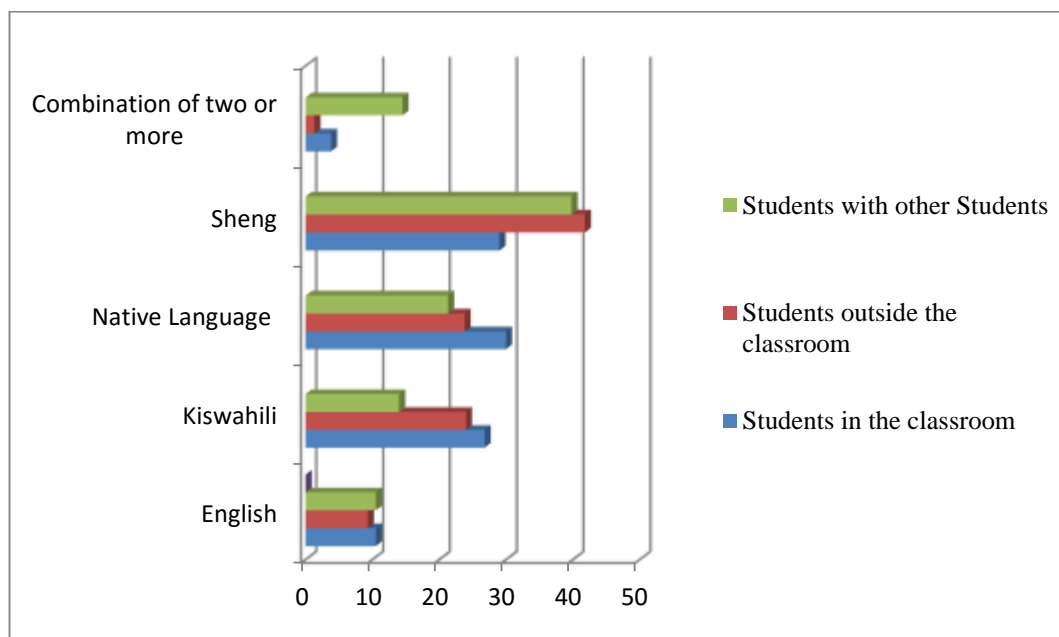


Figure 4.1 Students Language of Communication in School

As shown in Figure 4.1 English was the least used medium of communication between students and students used in classroom, outside classroom and with support staff. On the other hand the native language was the most used language. These findings imply that students may not express themselves well during their interactions to enhance the verbal communicative competence.

4.3.3.1 Reasons for Students Language of Communication in School

Open ended were asked regarding student language of communication in school. Their responses to this question showed that they communicated in native language because they felt comfortable outside the classroom.

We feel comfortable when there is less restriction. At times, when we make speeches, we are not comfortable because to make it interesting we have to use proper English. At times, we don't want to use complete grammar.

Further sentiments were encapsulated thus:-

We feel more comfortable when speaking in mother tongue when it comes to jokes, and emotions rather than speaking in English.

Furthermore,

English was a good language to use in formal situations. But when it comes to native language it is popularly used to produce laughter and humor or really emotional things.

One thing that can be seen in the responses from the students is that they felt more at ease expressing themselves when it came naturally, whereas in the classroom, they felt like they had to speak English correctly.

4.3.4 Students Easy Language Skills

The researcher established from the students the skills in English they find easier to understand while being taught. The findings are summarized in the following excerpts: - a students from a boys school indicated that, *"I can easily find my own reading materials and build confidence in whatever I read"*. This shows that indeed they were able to develop their own materials. Further sentiments showed that, *"I find great happiness when I read something that I choose that matches my interests and the ideas of the world"*. This implies that the more learners chose what they wished to read they were likely to improve their reading.

There was an aspect of sharing ideas through reading as indicated in the following excerpt, *"Through what I read I can be able to share with my colleagues"*. Matters related to reinforcement were showed in the following excerpt, *"Reading reinforces what I learn"*. This is further affirmed in the following excerpt that explains

reinforcement through independent reading, *“Through independent reading and free choice of what I want I can discover fun, adventure and pleasure in reading.”*

Students’ response further showed that reading was interesting because they could decode messages as indicated in the following excerpt, *“I find listening easy because am constantly and fully engaged in decoding messages.”* Through decoding finding further indicated that they will be able to discriminate sounds, *“Am able to easily develop an ability to discriminate sounds. In so doing I can be able to group sounds and form words”*.

Other than reading students provided varied responses regarding their liking of listening. This is shown in the following, *“Listening is easy to me because it takes up a great percentage of the day’s activities in and out of school”*. Additionally, the student said that, *“Listening is easy to me because listening precisely to verbal instructions has a direct impact on my success in the classroom”*. This skill was found to reduce the conflict that are sometimes witnessed between teachers and learners as indicated in the following excerpt, *“Listening is easy because it reduces tension and hostility between teacher and student”*. This probably may have been achieved through students follow up activities to the instruction given by teachers as indicated in the excerpt, *“Listening allows me to follow directions, understand expectations, and make sense of oral communication”*. This may build learners confidence, *“When I write I build confidence, courage, and a sense of self”*

Besides students interests towards reading several sentiments were also observed in regards to writing. Students observed that, *“I find writing easy because it directly benefits my reading skills too”*. The linkage between writing and how it aids in reading was also indicated by another student who pointed that, *“Whenever I pause to*

think about what spelling patterns to use when I write, I make a deeper connection in my brain about sound and spelling patterns. This deeper connection makes it easier, and faster, for me to recall those same patterns when I read.”

From the finding it is useful to argue that students had varied responses towards the four skills with writing being the easiest to the students. Most importantly though is that the ease at which students had towards these skills varied among the students.

4.3.5 Language Skills perceived difficult by Students

Further attempt was made to elicit the difficult language skills to be taught and learnt in class. The responses are presented in the following excerpts: - A student associated difficulty in failing citing that, *“Speaking skills is difficult because sometimes you fail to speak in some environment”*. Element of unpredictability was also observed, *“Speaking is unpredictable thus making it difficult to know what to say at times”*.

Time was highlighted as a factor that made speaking difficult to master by students as indicated by the following excerpt, *“I find it difficult to speak especially when you are given limited time and yet you want to express whatever you want to say for a longer period of time”*. Similarly, it was mentioned that, *“Unlike writing you are limited to what others want you to speak. So to me it happens to be hard”*. Time was further a limitation during assessments as observed in the following excerpt, *“Speaking assessments are time-consuming to administer and rate thus making this skill hard for me”*.

Further attempt was made to find out the views of students regarding the writing skills. The responses are shown in the preceding statements:-

A student mentioned that, *“Writing takes too long making this task laborious”*. The duration could have been associated with the various components that were involved as indicated by the following excerpt, *“Writing skills involves various components such as grammar and structure making it hard for some of us”*.

This constraint may have been exacerbated by the absence of technology in the education system as observed in the following excerpt, *“Our current system of education does not ease the writing skills due to lack of technology as compared to other skills that can be done through technology such as listening to a radio. Because of this writing becomes somehow difficult”*.

The attitude towards writing has been also been associated to writing, *“There is a lot of accusation of laziness, poor motivation, and attitude often directed toward deficit writers this has created a perception that writing is difficult”*.

The results indicated that indeed there were challenges that may have made these skills to be a challenge.

4.3.6 Students Preferred Learning Strategy

The researcher also requested the students to state the classroom learning activity they enjoyed. The following were the responses:-

Varied responses were given regarding pair/group discussion. The following excerpts show these responses:-

There is more air time given in the lesson therefore making us have the experience to communicate and build our competence.

Findings indicate that pair discussion may contribute towards enhanced communication thus verbal competence.

Findings showed also that, learners are also able to prepare for bigger tasks a head in the class through pair discussions as indicated in the following excerpt;-

We have great opportunity to warm up and try new ideas in a smaller, less threatening forum than the class as a whole. In turn, this creates to us as sense of confidence to participate more and improve our communicative abilities.

Aspects of diversity were also mentioned:-

There is diversity of thought that enlivens large group discussion making this strategy preferred to majority of the students.

Students mentioned that ' "It tends to develop group cohesion and responsibility".

Responsibility as one of the responded entailed even the weakest group members participating. This is indicated by, "It encourages the timid person to participate"

Further more responsibilities may take the roles that the learners took, "It offers additional opportunities for leadership". A student mentioned that, "Am a slow learner and when we form a group of other slow learners the teacher can easily monitor our progress effectively making us to learn language effectively". This further may have assisted to other students as indicated in the following excerpt, "I don't dare open my mouths during oral classes because of my limited abilities in performance"

Pair group discussion further encouraged planning, interaction and competition as indicated in the following excerpts, "We are able to plan and develop projects through group work", additionally, "It increases students' interaction and socialization". We have developed a close relationship with our teacher. The teacher is always monitoring, guiding and instructing us. Besides, we often call upon the teacher for help and advice.

Lastly, Group work creates competition between groups. Therefore, we put in considerable efforts to ensure that we perform well.

The findings indicated that group work was the most preferred learning strategy. This may arise from the fact that limited communication is linked to the little chances of speaking and practicing. Put it simply, students do not speak the language well enough because they do not have enough opportunity to use it inside their classrooms (both with their teachers and their peers). By putting students in groups, teachers allow several individuals to speak at the same time. This probably explains why the students prefer this strategy.

4.3.7 Learning Strategy Perceived as Difficult by students

Majority of the students cited dramatization as their difficult learning strategy. The reasons varied from the fact that it was time consuming to them as stated by the following student response, “I spend a lot of time memorizing the texts that am supposed to dramatize. Sometimes you have to forgo other assignments in order to finalize the memorization.” Further comments indicated that, “we have to act all the time.” Other students viewed the difficulty in the realm of the teachers by stating that, “Dramatization required a greater teacher preparation that ultimately spills to the students”.

Other student mentioned that poor pronunciations are sometimes made to pass the message in the name of acting thereby making this skill to be difficult. A student mentioned that, “It encourages incorrect forms of language as long as the teacher is not encouraged to correct mistakes immediately so as not to discourage students”. Participation in this strategy was also cited to be of great challenge as mentioned by the following student, “Activities may not be suitable to all the class members”,

another student mentioned that, “The activities that succeeded with a group of students may fail with another”. This creates confusion to students who eventually rate this strategy as difficult. Further comments suggested that this strategy becomes more difficult in classes that are overcrowded. This is indicated in the following student response, “Not suitable for very crowded classrooms since it may get hard to monitor”.

The students’ comments revolved around these sentiments that made the researcher to opine that dramatization was a difficult strategy to the students.

4.3.8 Availability and use of Instruction Materials

Section 3 of the Students questionnaire sought to establish the availability and use of instructional materials. The responses are presented in the following sub sections respond on.

4.3.8.1 Provision of Instructional Materials

The study intended to find out whether the school provides sufficient English textbooks, class readers and other teaching resources. The students responses are shown in the following excerpts:-

Teaching and learning materials in the school are sufficient. Teachers don't struggle much to find ways to help students understand because there are reference books, teachers guide, text books, and teaching aids.

Reference materials were limiting factors as indicated by students. For instance they observed that, “*We don't have things like reference books, text books and also teaching aid*”. In addition a student observed that, “*Our class is overcrowded making students to share textbooks*”. Further observation was given as, “*We don't have dictionaries that can assist us in pronunciation*”.

General inadequacy was further mentioned by other students as follows, “*We borrow class readers from other students because they are insufficient*” and “*We share textbooks amongst three students (ratio of 1:3) and this affects our concentration*”. Lastly students observed that, “*Teaching and learning materials in are scarce because of the large classes*”.

It is very hard to effectively integrate and develop oral skills in the English language, which makes it harder for students to learn and improve these skills. When they need these skills to complete various English-language tasks, this may have a negative impact on their overall English language performance. According to the findings of the study, the majority of schools lacked a variety of additional learning resources, including radios and audio tapes/cassettes, in order to effectively teach oral skills. However, the students were of the opinion that using additional materials in addition to textbooks would be effective for teaching oral skills. As a result, the researcher was aware that more work was required to enhance students' English proficiency and communication skills. For instance, schools must be stocked with sufficient teaching materials, particularly textbooks. None of the teachers in the schools that were sampled used resource persons to teach oral skills.

4.3.9 Students Attitude towards English and its Influence on Verbal Communication

The forth objective of this study was to determine how learners' attitude towards English influences their verbal communicative competence in English during classroom interactions. Students were asked to state whether English was their best subject.

4.3.9.1 Students Response Regarding English as their Best Subject

There was a general consensus that students appreciated and valued English. Motivational issues could arise for a variety of reasons, such as when weaker students

did not appear to want to learn the language at all. The following are some examples of the varied responses that students provided:

English is my best subject. This arises from the fact that I communicate in English on a daily basis thus making the subject easy to understand.

Further findings from the students indicated the following;

I have continuously used mother tongue in disregard to the language policy in school. Sometimes I fail to respond in English even after being asked in English. To me English is not my best subject

Responses from the students indicated the following regarding English as their best subject;

Since primary I have regarded English as my best subject. This is because I do perform well in this subject. I frequently score a mean of B and above. This has enabled me to perform well in other subjects. My attitude towards English has been positive ever since I joined this school. I like the policy on English speaking because it has really improved my knowledge in English.

Further responses from students showed the following;

English is not my best subject. I have always performed poorly. In fact I have several issues with my parents and teachers regarding my poor attitude towards English.

In addition the following student had this to say;

I like mathematics more than English. There are few errors in Mathematics as compared to English. You can maneuver in Mathematics to get an answer but you can't do that in English. Although I try my level best to improve the performance in English. All I can say is that I dedicate more time to other subjects than English.

Lastly, a student further said the following;

My attitude towards English has not been so good. My colleagues have always discouraged and scorned me when I talk or read in class to the extent that I don't like English.

From the finding it can be argued that English may not be the best subject for learners. Responses indicated that majority of them were not performing well in English. As a result of this the students' attitude was negative. It is important to note

that such as attitude may influence the verbal communicative competence for learners. As noted by one of the learners, the learner can no longer read or communicate with others as a result of the negative attitude that she developed.

4.3.9.2 Learning and Teaching in Kiswahili and Mother Tongue

An attempt was made to inquire whether learning and teaching would be interesting if it is done in either Kiswahili or mother tongue. The findings are presented in the following excerpts;

One of the students had this to say;

Learning would not be interesting because I don't even understand my mother tongue well. English should be the medium of instruction in English lessons and probably Kiswahili may be used sparing in other subjects.

Another student responded by saying the following;

Although my performance in English is poor and my communication using English is not so good, I would rather we are taught in English rather than mother tongue. My performance has been poor in English as result of my poor attitude, although I believe that the efforts of my teacher are likely to bear fruits in the long run. That can only be achieved if the teacher continues to use English as a medium of teaching

Another student elicited the following response;

Our school is in an urban setting comprising of different socio economic status. Students from varied tribes are found in our school. Therefore using mother tongue will not make learning interesting because the teacher will end up using different languages that he or she may not understand.

These responses show that attitude towards English may not improve by using mother tongue and Kiswahili during teaching and learning. In any case this is likely to contribute towards a poor student attitude towards English subject impacting negatively on the verbal communicative competence of the learners.

4.3.9.3 Sharing of Views during Group Discussions

An attempt was made to inquire whether students enjoy sharing their views with other in group discussions. This was meant to elicit responses that will indicate whether students' attitude in English was positive or negative. The findings are presented in the following excerpts;

One of the students had this to say

During group discussions I share my views sparingly because of my low self-esteem. I don't express myself very well thus most of the times I remain silent. I feel that if I had the right attitude towards the English language I would be able to express myself freely.

Further responses indicated the following;

I participate in group discussion by sharing my views with other members of the group. Though sometimes am not that confident because I feel my colleagues may doubt me.

Further response indicated the following student response;

I have never shared my views with group members because of the negative attitude that I have towards English. I don't speak much because I may make errors during my submissions.

From the responses we can argue that attitude towards English language is critical in enhancing students participation in verbal communication.

4.3.9.4 Group Presentations

Group presentations in class were looked at with the aim of establishing whether it helps students in expressing his/her opinions to others. The findings are presented in the following excerpts;

One of the students had this response in regards to group presentations;

Group presentation has assisted me much in expressing my opinions to others. Am able to present topics in English and also give my personal feeling to matters relating to the topics. This improves my attitude towards English language and also my verbal communicative competency.

Another student retorted that;

Though presentations are good I don't like participating in them because am not confident. My colleagues have improved because of the presentations that they make in class. Their speaking skills has improved significantly.

The findings show that group presentations improve learners' performance.

4.3.9.5 Use of Kiswahili

An open ended question was asked regarding students view on whether Kiswahili is easier to use than English in both spoken and written modes. The response from the teachers and students were as follows;

It is easier to use Kiswahili than English in both spoken and written. We use Kiswahili a lot in our communication both outside and inside classrooms. During games we talk to each using Kiswahili. This has improved our attitude in Kiswahili than English (A Form three student).

I have a strong attitude in Kiswahili than in English. I can easily express myself in Kiswahili than in English. (Student)

My students sometimes use Kiswahili to answer questions in English language lessons. They frequently use Kiswahili to communicate thereby improving their attitude at the expense of English language (Teacher of English).

The high frequency of students using Kiswahili has not impacted on the performance of the learners in English. We have learners who use more of Kiswahili but perform well in English (Teacher of English).

The responses shows that majority of the learners prefer to use Kiswahili than English. This improves the learners' attitude in Kiswahili. It is important to note however that such a scenario does not necessarily mean that they will perform poorly in English. They may lack to sharpen their verbal skills but still perform well in English.

4.4 Results from Classroom Observation

Observation was also used to collect data on verbal communicative competence. The findings are presented in the following sections:-

4.4.1 Teaching Strategies

The lesson observation guide attempted to look at how teaching strategies were used to enhance learners' verbal communicative competence in English Language Classroom interaction. The three aspects of the lesson that were looked at included lesson introduction, lesson development and lesson conclusion. Findings from the observation made in class indicated that most teachers preferred to use discussions during the lesson introduction. In one of the lessons in which the sub topic was distinguishing prepositions from connectors and adverb particles students were engaged in an interactive discussion of about seven minutes in an attempt to distinguish the prepositions from connectors. Another strategy that was observed was reading in which students were given a text to read. Reading was most preferred during comprehensions and literature lessons in which students were given opportunity to read and decipher the message. Students' responses were positive in terms of their interactive ability.

The other aspect of observation touched on the lessons development. Aspects that were to be observed include how the lessons was developed in terms of using a lecture, discussion, recitation, demonstration and group work. Findings from the observation showed that most of the teachers preferred lecture method especially in teaching concepts such that required identification of the constituents and the functions of the noun phrases and constructing correct compound and complex

sentences. During this stage of the lesson there were discussions though they were individual based. The pair/group discussions were not done frequently.

Lastly, observation on the lesson conclusion showed that questions were the most frequent used strategy. Questions were frequently used to recap what had been discussed earlier. Students were given opportunity to give their views and criticisms.

4.4.2 Role Played by Teachers

Observation also showed that oral tests were rarely used. The teachers' role included giving instructions to students on what they were supposed to do. Students were not given opportunity to work independently in an activity either initiated by teachers or students themselves. On the contrary though teachers were actively involved in creating same ability groups.

It was observed that some teachers liked to talk, and expect the students to write down what they say and to learn it. It is important to mention that this function or role performed by teachers encourages superficial learning and students were likely to forget what they had been taught. Other teachers saw their role as one of helping the students to learn at a deeper level - to understand new ideas and concepts so well that they can apply them in a communication situation.

4.4.3 Availability and use of Instructional Materials

Lesson observation indicated that text books were available in classrooms. The student book ratio stood at 2:1 in most of the schools. However it is important to note that the text books were not used effectively. Many of the text books remained closed during the lessons. Teachers failed to monitor students' activities as far as reading activities were involved. From where the researcher was sitting he was able to observe

that text books were used for purposes not intended. Students sometimes had wrong pages opened contrary to what the teacher was referring to.

Lesson observation showed that most schools lacked class readers. Teachers relied on the set books only. For those schools which had class readers there usage was very low. Teachers referred to them theoretically. Other teachers gave out assignments.

Information from the lesson observation during the English lessons indicated that there was a low frequency of using dictionaries to aid in communication. Most of the students didn't have the dictionaries. In some schools learners were told to go and borrow dictionaries from other classes when lessons were on. Dictionaries are important in enhancing learners' verbal competence. They expose learner to a variety of words and how well to pronounce them. Therefore lack of these materials curtails the verbal competence of learners. No reference was made to the dictionaries during the lessons. This finding is further supported by the observation made by the researcher since he observed minimal use of the dictionaries during the lesson observation. The observation indicated that wall charts that were in the classes were of other subjects such as Geography and Chemistry.

4.4.4 Learners Attitude towards English and their Influences on Verbal Communicative Competence Development

The lesson observation guide also looked at the learners' attitude and how they enhance learners' verbal communicative competence in English Language Classroom interaction. The three aspects of learners attitude that were observed included frequency of students seeking clarification of ideas, students usage of Kiswahili in answering and sharing ideas among themselves and group discussions and the frequency of referring to novels, plays and short stories. The observation showed that

learners were able to seek clarification of ideas frequently thereby suggesting that their attitude towards English language may be positive. It's however important to note that the frequency to ask questions or clarification varied in the different skills that were taught. For instance clarification was some occasional in skills that were related to speaking. This raises concerns on the verbal competence that the students had.

In regards to usage of Kiswahili in answering questions the students frequently used Kiswahili to share and answer questions therefore raising questions on the attitude of students towards English language. Student

4.5 Discussion of the Findings

The findings based on the teacher questionnaire, student questionnaire, and lesson observation data are discussed in this section. The conversation is introduced in view of the review goals that were; to investigate the English language teacher's role in enhancing students' verbal interaction in the classroom's development of communicative competence, to establish the availability and use of instructional materials in enhancing students' verbal communicative competence development during classroom interactions, and to ascertain how students' attitudes toward English influence their verbal communicative competence development in English during classroom interactions.

4.5.1 Teaching strategies employed to enhance development of learners' verbal communicative competence during classroom interaction

The most common teaching methods for increasing verbal communicative competence were, as previously mentioned, lectures and debates. The literature does not indicate that lecturing is a more efficient method of instruction. This can be seen

in Nigeria, where, despite the fact that English is the language of instruction in schools there, many students struggle academically due to teachers' reliance on lectures and their lack of English communicative skills (Oluwole, 2008). The traditional "chalk and talk" method, in which a teacher talks to the students and writes notes on the chalkboard, encourages rote learning, low student retention, and passive learning. The traditional teaching method, according to Onukaogu (2001), limited students' opportunities to actively participate in class; Students lack the self-assurance to express themselves as a result.

Dramatization was rarely used, despite the numerous benefits it provided. According to Godwin (2001, p. 126), various components of communicative competence—discourse intonation, pragmatic awareness, and non-verbal communications—can be practiced in an integrated manner through drama. Avela (2009) asserts that these real-world activities help students learn about life and use their language skills. According to Demircioglu (2010), the learner is both a participant and an observer in this approach, playing a role and interacting with others in that role. The most important factor is that students are actually involved in creating drama. Show exercises give understudies an assortment of contextualized and platform exercises that bit by bit include more investment and more oral language capability, they are likewise harmless and have loads of tomfoolery, as per Peregoy and Boyle (2008).The show approach empowers students to utilize what they are realizing with realistic aim, something generally challenging to learn through clarification, as per Wilga Waterways (1983).In a course where the accentuation isn't on structure yet rather on familiarity and importance, show is a phenomenal method for coordinating punctuation, perusing, composing, talking, tuning in, and elocution abilities (Dodson, 2000).Pairing, field work, and venture work were any remaining strategies that were

seldom utilized. Working in groups may help students learn a foreign language, according to Nunan (1991). Working in a group, according to Harmer (1991), is more dynamic than working in pairs because there is more room for discussion. Response to role-playing as a learning method was moderate. According to McCaslin (1990, p. 7), the focus is on the value that the assumption of the role has for participants rather than for the development of an art, which is supported by the viewpoint that role play is a method for exploring the issues involved in complex social situations. In role play, participants are given roles that they play out in a given circumstance.

4.5.2 Role played by the English language teacher in enhancing learners' verbal interaction in the development of communicative competence in the classroom

The second objective of this study was to find out how the English language teacher can help students develop their communicative competence in the classroom by improving their verbal interaction. To accomplish this, respondents were asked to rate their level of agreement on three-point scale items in the questionnaire regarding the roles teachers play in improving verbal and communicative competence. This finding indicate that majority of the teachers (48%) rarely communicated with students. Results also showed the most of the teachers 40% never communicated with students outside classroom in English. This implies that verbal communicative abilities cannot be enhanced because the avenue through which such communication can be enhanced is curtailed. These findings are like those of Ellis (1994) who pointed that study hall associations decides second language advancing by obliging the structures to which the students with readymade lumps of language, which they can integrate into their expression. The language educator thusly ought to make of the each accessible chance to evoke communicated in language from the understudies it is in acknowledgment of

significance of training that the KNEC in a KCPE bulletin 1992 encouraged the instructor to guarantee that anything that time he enjoys with students considers an open door to rehearse language. The conclusion is comparable to that of Noom-ura's (2013) studies in Thailand, which suggested that students lacked patience when practicing English and had little exposure to the language outside of class, which may have contributed to their lack of confidence in speaking English. Further information indicated that 15 (60%) of the teachers were often engaged in reading instruction and or activities with the students. Responses show that majority of the teachers read instruction to students. Cao Yamin (2010) says "English teachers can give instructions to students, explain grammar, vocabulary or activities, ask questions, and give feedbacks to students' errors through multi-forms classroom English" (p. 58). Further information indicated that 76% of the teachers were rarely involved in giving out the oral tests. Oral tests are important in developing verbal communication among learners thus its importance in lessons.

Findings reveal that 44% of the non-English subject teachers communicated in Kiswahili. These findings imply that opportunities for learners to grow in the spoken language may be minimal given the minimal time allocated to English by the non-English teachers. Results also showed that majority of the non-English subject teachers 64% communicated with students outside the classroom in Kiswahili. Interaction between teachers and students outside classroom in Kiswahili whether by teachers of English or not impacts negatively on the development of the verbal competence among learners. They will fail to express themselves in English. Sixty percent of the teachers communicated in Kiswahili with other support staff. This finding shows that majority of the non-English subject teachers communicated using Kiswahili. Though these findings don't impact directly on students it's arguable that

language can be learnt directly or indirectly. When will likely be able to simulate them same. However this cannot happen in a setting where much of the spoken words are in native language. Mackay (1995) posits that language as a habit is not established by one or two performance but many speaking using the correct pronunciation.

Results also show that 48% of the teachers always taught listening and speaking as a whole class activity. The response shows that majority of teachers always performed the role of teaching learners listening and speaking as a whole class activity. This implies that the learners are exposed to very limited strategies thus hindering their competence in verbal communication. This result also shows that teachers were aware that creating groups with same abilities may be counterproductive in the sense that it can go either way. A group with competent verbal communication will develop further while a group with incompetent may likely suffer due to influence from the other group members.

This finding indicates that the most preferred learning strategy is writing tasks. It can be argued that although the strategy is important it doesn't have that direct influence that influences verbal competence of learners. Literature supports these by stating that it is through using appropriate conversation texts, which can promote ideas with role play in group work, and a video-role-play activity, that these social situations can assist the students in their L2 conversations McDonough (1995) states that:

The significance of learner survival in the outside L2 world and the excessive emphasis placed on classroom ability assessment He asserts that in the real world, students need to be able to act pragmatically in order to survive linguistically, not just learn how to perform well enough to pass a test in the classroom. (p. 30).

The success with which the concrete approach afforded by simulation exercises bridges the gap between "school-work" and "the real world" (Taylor & Walford in Cohen & Manion, 1989, p. 301). The capacity of simulation to serve as a vehicle for free interdisciplinary communication. Students should hence, consider themselves individuals in a recreated climate and not as only understudies in homeroom.

4.5.3 Availability and use of instructional material and learners' verbal communicative competence development during classroom interactions

From the lesson observation indicated that text books were available in classrooms. The student book ratio stood at 2:1 in most of the schools. However, it is important to note that the text books were not used effectively. Many of the text books remained closed during the lessons. Teachers failed to monitor students' activities as far as reading activities were involved. Observation further indicated that text books were used for purposes not intended. Students sometimes had wrong pages opened contrary to what the teacher was referring to. Lesson observation showed that most schools lacked class readers. These schools relied on the set books only. For those schools which had class readers their usage was very low. Teachers referred to them theoretically. Other teachers gave out assignments.

It is seen from the findings that most of respondents 84% never used audio dictionary. Though, audio dictionary is a very critical component in developing speaking skills which is important in verbal communicative competence, findings indicate that majority never used audio dictionary. This implies that learners may not be able to pronounce words appropriately. According to Mayer's (2001) multimedia learning principle, auditory information is less important to effective learning. The introduction of digital technology has been one of the most influential developments

in language learning over the past two decades. According to Facer, Sutherland, & Furlong (2003), the introduction of interactive teaching methods into schools has had a growing impact on how teachers instruct students and how they learn.

According to the findings, forty percent of teachers used student-authored materials once or twice per month. According to research, a good language teacher should be able to make learning an engaging and creative experience for both the teacher and the students. According to Tikon (2006), improvisation in English refers to the process of making use of alternative resources as teaching and learning tools. According to Tabber & deKoeijer (2010), learning a second language (L2) requires students to take ownership of the learning activities by interacting, actively participating, and utilizing the target language in a more authentic setting.

Results showed a week 48% of the teachers used short stories once or twice a month. Related studies indicate that interaction between the students, the learning materials, other students, and the teacher are significant to learning outcomes (Singh & Mohammed, 2012). Information from the lesson observation during the English lessons indicated that there was a low frequency of using dictionaries to aid in communication. Most of the students didn't have the dictionaries. In some schools learners were told to go and borrow dictionaries from other classes when lessons were on. Dictionaries are important in enhancing learners' verbal competence. They expose learner to a variety of words and how well to pronounce them. Therefore lack of these materials curtails the verbal competence of learners. It is important to note that the few students who had dictionaries did not utilize them. From the outside appearance/outlook you could tell easily that they had not been used.

4.5.4 Learners' Attitude towards English and verbal communicative competence development in English during classroom interactions.

The study looked at the attitude of learners towards reading. These findings may imply that the students may be having a poor attitude toward English language as far as reading is concerned. According to Sukarni (2020) reading is one of the receptive skills which is very important in boosting other skills like writing and speaking though research indicates that student's attitude is low. This scenario may have a negative influence on the verbal communicative competence of the learners. Findings indicated that reading of novels, plays and short stories enhances student's verbal communication through pronunciations. This findings are similar to Zhang and Zhang (2020) readers, magazines and other library materials are instrumental in enhancing verbal communication among students. The responses indicate that student's attitude may not be affected by virtue of English being a foreign language. This implies that the students are likely to continue using the language thus improving their verbal communicative competence.

4.6 Chapter Summary

The fourth chapter, which is essential for this study, dealt with the presentation, analysis and interpretation of research data. Through this chapter the emphasis was put on checking on the elements that determines learners verbal communicative competence development in English language classroom interactions in secondary schools in Turbo Sub-County, Uasin Gishu County in Kenya.

In this regard, the study checked on various elements that included teaching strategies, role played by the teachers of English, availability and use of instructional materials and the learners' attitude. Through these elements the study was able to look at the

language skills that are given much emphasis by teachers and some of the roles that teachers play in communicative competence. The next chapter presents the summary of findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings in chapter four are further discussed and summarized to shape up the major findings of the study in relation to the research objectives. The conclusions are drawn based on the findings in order to answer the objectives and research questions of the study and thereafter provide recommendations. Areas emerging of concern are suggested for further research.

5.2 Summary of the Findings

To explain the elements determining learners' verbal communicative competence development in English Language classroom interactions in secondary schools in Turbo Sub-County, Uasin Gishu County in Kenya, four thematic issues were analyzed based on the objectives of the study. These aspects included: teaching strategies, teachers role, availability and use of instructional material and student attitude.

The findings of this research study were based on the objectives of the study. This study sought to answer the following research objectives: -

- i. To find out the type of teaching strategies employed by teachers to enhance development of learners' verbal communicative competence during classroom interaction
- ii. To investigate the role played by the English language teacher in enhancing learners' verbal interaction in the development of communicative competence in the classroom.

- iii. To establish the availability and use of instructional material in enhancing learners' verbal communicative competence development during classroom interactions.
- iv. To determine how learners' attitude towards English influences their verbal communicative competence development in English during classroom interactions.

5.2.1 Teaching Strategies to Enhance Verbal Communicative Competence

Among the strategies that were looked at lecture, group discussions and debates happened to be the often preferred strategies by teachers, project work, simulations, field work, group discussion and dramatization were rarely used while dialogue and role play were moderately used. Though most preferred lecture method which was seen as not a more productive way of enhancing verbal communicative competence among learners. Findings showed that even with its huge benefits dramatization was rarely used. Though rarely used by the teachers the most preferred learning strategy was writing tasks. It can be argued that although the strategy is important it doesn't have that direct influence that influences verbal competence of learners. The study further showed that majority of the secondary school learners' perceived debates as unresponsive. Implication of these findings is that students may not be able to gain in verbal communicative competence

5.2.2 English Teacher Role

Several roles for the teachers of English were presented. The finding indicated that majority of the teachers rarely communicated with students. This implied that verbal communicative abilities cannot be enhanced because the avenue through which such communication can be enhanced is curtailed. Further information indicated that

majority of the teachers read instruction to students. The responses showed that majority of the teachers 76% were rarely involved in giving out the oral tests. Oral tests are important in developing verbal communication among learners thus its importance in lessons. Lastly, information indicated that majority of the teachers 56 % did not encourage other teachers to communicate with students in English outside classroom.

The role of Non-English Subject Teachers Inter-Communication was considered and the responses showed that majority of the non-English subject teachers communicated with students outside classroom in Kiswahili while a few communicated using a combination of two or more. These findings imply that opportunities for learners to grow in the spoken language may be minimal given the minimal time allocated to English by the non-English teachers. In addition information indicated majority of the non-English subject teachers 64 % communicated with students outside the classroom in Kiswahili. Interaction between teachers and students outside classroom in Kiswahili, whether by teachers of English or not, impacts negatively on the development of the verbal competence among learners. They will fail to express themselves in English.

It was established that majority of the non-English subject teachers (40%) communicated in native language. Lastly, finding showed that majority of the non-English subject teachers communicated using Kiswahili. Though these findings don't impact directly on students it's arguable that language can be learnt directly or indirectly. When will likely be able to simulate them same. However this cannot happen in a setting where much of the spoken words are in native language. This information was supported by students finding which showed that English was the

least used medium of communication between students and students used in classroom, outside classroom and with support staff. On the other hand the native language was the most used language. These findings imply that students may not express themselves well during their interactions to enhance the verbal communicative competence.

Another role for the teachers involved their frequency of using listening and speaking activities. The response shows that majority of teachers always performed the role of teaching learners listening and speaking as a whole class activity. This implies that the learners are exposed to very limited strategies thus hindering their competence in verbal communication. Further information showed that majority of teachers often, sometimes and never created same ability groups. This information implies that teachers were aware that creating groups with same abilities may be counterproductive in the sense that it can go either way. A group with competent verbal communication will develop further while a group with incompetent may likely suffer due to influence from the other group members.

The responses showed that majority of teachers sometimes performed the role of creating mixed abilities. These findings indicate that though teachers created mixed ability groups they did not do it always. This is deferential to the fact that such groups can be significant in improving learners' competence. Lastly, the response showed that majority of teachers never performed the role of making students work independently on a goal they chose themselves.

5.2.3 Availability and Use of Instructional Materials

Findings showed that there were varied instructional materials that teachers utilized to enhance verbal communication competence. Among the instructional materials

available for enhancing verbal communicative competency included text books, class readers, youth newspapers, audio dictionary, materials from other subjects and materials written by students. However, their use was varied with majority of the teachers using text books once or twice a week. Usage of class readers was minimal. Lesson observation showed that most schools lacked class readers. These schools relied on the set books only. News newspapers were also used sparingly. Majority of the teachers never used audio dictionary. Though, audio dictionary is a very critical component in developing speaking skills which is important in verbal communicative competence, findings indicate that majority never used audio dictionary. This implies that learners may not be able to pronounce words appropriately. Further information showed that majority of the teachers used short stories once or twice a month.

Information from the lesson observation during the English lessons indicated that there was a low frequency of using dictionaries to aid in communication. Poems were never used by majority of the teachers. Lastly, information showed that majority of the teachers never used charts and diagrams.

5.2.4 Students Attitude in English and its Influence on Verbal Communication

Qualitative data indicated that English may not be the best subject for learners. Responses indicated that majority of them were not performing well in English. As a result of this the students' attitude was negative. It is important to note that such as attitude may influence the verbal communicative competence for learners. Further information on the attitude of learners indicated that students don't like reading novels. Majority of them read during lesson time.

These responses show that attitude towards English may not improve by using mother tongue and Kiswahili during teaching and learning. In any case this is likely to

contribute towards a poor student attitude towards English subject impacting negatively on the verbal communicative competence of the learners. The findings showed that group presentations improve learners' performance.

The responses shows that majority of the learners prefer to use Kiswahili than English. This improves the learners' attitude in Kiswahili. It is important to note however that such a scenario does not necessarily mean that they will perform poorly in English. They may not sharpen their verbal skills but still perform well in English.

5.3 Conclusion

The purpose of the study was to examine the elements determining learners' verbal communicative competence development in English Language classroom interactions in secondary schools in Turbo Sub-County, Uasin- Gishu County, in Kenya. Several conclusions emerged from the study based on the objectives of the study.

The learners were exposed to very limited strategies that included group discussions, lecture, dramatization, role play and debate thus hindering their competence in verbal communication.

The study thus concluded that teachers' roles in enhancing learners' verbal proficiency were down-played. Oral tests and other opportunities for learners to grow in the spoken language were minimal. Though teachers have a role of communicating in English it was established that majority of the non-English subject teachers used native language and Kiswahili thus curtailing the verbal competence among learners.

Though there were instructional materials for teaching and learning to enhance verbal competence among learners, proper usage that could positively impact on the learners' language proficiency was minimal. The student-textbook ratio was high but

they were not used effectively for the development of learners' verbal communicative competence. Dictionaries are important in enhancing learners' verbal competence. They expose learner to a variety of words and how to pronounce them well. Therefore lack of these materials curtailed the verbal competence of learners.

Attitude is a strong influence on motivation. Attitude towards English affected classroom participation. Students had poor attitude toward English language as far as speaking was concerned. This scenario has a negative influence on the verbal communicative competence of the learners.

5.4 Recommendations

Based on this research, the following recommendations are suggested;

- i. Teachers ought to diminish their talking time in the homeroom, by giving straightforward and clear guidelines, by asking a couple of understudies to show (through talking) that they figured out the errand directions, and furthermore by requesting that different understudies answer an understudy's inquiry. Instructors ought to endeavor to increment understudy talking time, once more, by requesting that different understudies answer an understudy's inquiry and inspiring understudies' investment. Exercises like gathering conversation/banter points should be of understudies' advantage.
- ii. Educator schooling projects ought to give educators backing and abilities all through their vocations, particularly during their initial section into the calling, to guarantee that they are completely ready to do their central goal in forestalling talking troubles among students.

- iii. There should be adequate practice among students in regards to speaking in order to achieve fluency and verbal communicative competence development. Variety of texts and contexts should be availed for this purpose.
- iv. Various materials and resources should be provided to support daily independent reading of texts. To be effective, schools with greater numbers of learners should have extra resources.
- v. To work on the disposition of the students the school and the instructors ought to suggest advancing understudies' uplifting outlooks and inspiration towards English. The school organization ought to help and support the educators to make a reassuring positive environment required in English classes.

5.5 Suggestions for Further Research

During the research it was noted that, only few studies exist that attempt to address learners' verbal communicative competence development in English language classroom interactions in secondary schools in Turbo Sub County, Kenya. In view of this the following are recommended for further research.

Further studies should focus on other education levels as the present study was focused on secondary school setting. The verbal communicative competence development in English language classroom interactions alternative management models in middle level colleges, universities, primary schools and early childhood learning institutions should be investigated.

Further studies should be done to establish the quantitative impact of verbal communicative competence in learning of English language.

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APPENDICES

Appendix A: Questionnaire for Teachers of English

My name is Mr. Fredrick Omuga a post-graduate student at Moi University, Eldoret Kenya(Ref No: EDU/PGCM/1007/12),pursuing studies in Masters of Education in English Education under the Department of Curriculum Instruction and Educational Media(CEIM),in the school of Education. The purpose of this questionnaire is together information on: *Elements that determine learners' verbal communicative competence development in English language classroom interactions in secondary schools in Kenya with an attempt of improving learners' verbal communicative competence.* The information collected will be treated with utmost confidentiality.

NOTE:

- 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 [, or write your response in the space provided.

Demographic Information:

✓ (Tick as appropriate)

SECTION 1: VERBAL COMMUNICATIVE COMPETENCE

1. How many students are in your class _____
2. By the end of the school year how many years in total will you have been teaching the third form

One year or less	()
Two years	()
Three years	()
Four years or more	()

3. Which skill/skills do you enjoy teaching? Please tick and explain why you enjoy teaching it/ them?

	Skills	√	Explain
A	Reading		
B	Listening		
C	Speaking		
D	Writing		

4. Which skill/skills do you find difficult to teach? Please tick and explain your response?

	Skills	√	Explain
A	Reading		
B	Listening		
C	Speaking		
D	Writing		

5. According to your experience, how would you rate the oral skill (listening and speaking) of the form three students?

Most are above average ()

Most are average ()

Most are below average ()

6. Describe your students' involvement in oral communication in classroom interaction?

.....

.....

7. Explain your students perception on speaking English in an English lesson

.....

.....

.....

SECTION 2: TEACHING STRATEGIES

8. Which of the following class activities/ do you mostly use in teaching/engage your learners in? tick and explain

	class activities	√	Why do you prefer using the noted techniques/activities?
A	Pair/Group discussions		
B	Lecture		
C	Dramatization		
D	Role play		
E	Fieldwork		
F	Expositions		
G	Debate		

H	Simulations		
I	Dialogue		
J	Project work		
K	Others		

9. How do you ensure that all learners are actively involved when using the identified techniques or activities during the lesson?

.....

.....

.....

10. What challenges do you face during the lesson when using the techniques/activities identified?

.....

.....

SECTION 3: ENGLISH TEACHER ROLE

11. In a typical school week, what proportion of your time do you devote to the following

		Often	Rarely	never
A	Communicating with students outside classroom in English			
B	Reading instruction and or activities with the students			
C	Giving out oral tests			
D	Encouraging other teachers to communicate in English with students out of class			

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

		English	Kiswahili	Native language	Sheng	Combination of two or more
A	Students in the classroom					
B	Students outside the classroom					
C	With other teachers					
D	Support staff					

13. when you have listening and speaking instructions and activities how often do you organize students in the following ways

	Always	often	sometimes	never
I teach listening and speaking as a whole class activity				
I create same ability groups				
I create mixed ability groups				
Students work independently on an assigned goal				
Students work independently on a goal they chose themselves				

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

.....

.....

.....

SECTION 4: AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS

15. When you have listening and speaking activities with students during lessons how often do you use the following resources?

		Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
A	Text books				
B	Class readers				
	Youth newspapers				
C	Audio dictionary				
D	Materials from other subjects				
E	Materials written by students				

16. Does your school provide sufficient recommended English textbooks, class readers and other teaching resources? If yes, how do you use them to enhance your learners verbal communicative competence?

.....

.....

17. (a) During oral skills lesson activities with the students how often do you have students read the following types of texts to improve their oral skills

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
Short stories				
Poems				
Descriptions and explanation about things people or events				
Instruction on manuals about how things work				
Charts diagrams				

(b).How do you utilize them in development of learners verbal communicative competence?.....

18. (a) Explain the adequacy of the following books in your school.

Instructional material	Explain
a. Integrated English Books	
b. Novels-class Readers	
c. Prescribed Literature Books	
d. Dictionaries	

(b)How do you utilize these materials in the development of learners verbal communicative competence.....

.....

.....

.....

SECTION 5: STUDENTS ATTITUDE

19. Below are a number of statements. For each, explain your level of agreement in relation to students' attitude?

S/N	Statement	Explanation
A	Students regard English as their best subject	
B	Students like reading novels, plays, and short stories	
C	English is a foreign language. One should not be forced to speak it	
D	Learning and teaching would be interesting if it is done in either Kiswahili or mother tongue.	
E	Students enjoy sharing their views with others in group discussions	
F	Group presentations in class help one to express his/ her opinions to others	
G	Students are of the view that Kiswahili is easier to use than English in both spoken and written modes.	

How do the above elements determine your learners ability to engage in verbal communication.....

.....

.....

Thank you

Appendix B: Questionnaire for Students

Introduction

My name is Mr. Fredrick Omuga a post-graduate student at Moi University, Eldoret Kenya (Ref No: EDU/PGCM/1007/12), pursuing studies in Masters of Education in English Education under the Department of Curriculum Instruction and Educational Media(CEIM),in the School of Education. The purpose of this questionnaire is to gather information on: *Elements that determine learners' verbal communicative competence development in English language classroom interactions in secondary schools in Kenya with an attempt of improving learners' verbal communicative competence.* The information collected will be treated with utmost confidentiality.

NOTE:

- iv. This is not a test and only sincere and honest answers are expected
- v. Do not write your name or admission number
- vi. Put a tick on the appropriate response [, or write your response in the space provided.

SECTION I: VERBAL COMMUNICATIVE

1. What was your end of term score mark in English?
2. How do you rate English in terms of difficulty?
3. You regard English as essential for:

	Skills	<input type="checkbox"/>	Explain your answer
A	Passing Examination	<input type="checkbox"/>	
B	General communication with strangers	<input type="checkbox"/>	
C	General reading skills now and in future	<input type="checkbox"/>	
D	Others	<input type="checkbox"/>	

4. Which language do you often use for communication at school? Why?

		English	Kiswahili	Native language	Sheng	Combination of two or more
A	Students in the classroom					
B	Students outside the classroom					
C	With other students					
D	Support staff					

Explain why

5. Tick against the skills in English language syllabus that you find easier to understand and explain your response?

	Skills	√	Explain
A	Reading		
B	Listening		
C	Speaking		
D	Writing		

6. Which of the skills mentioned do you find difficult to understand? Please explain

	Skills	√	Explain
A	Reading		
B	Listening		
C	Speaking		
D	Writing		

SECTION 2: TEACHING STRATEGIES

7. Which classroom learning activities do you enjoy? Please explain why

		√	Explain
A	Pair/group discussions		
B	Writing tasks		
C	Debates		
D	Role playing		
E	Drama		
F	Others (specify)		

8. Which activities do you find hard to take part in? Explain why you find hard to participate in them

	Activities	√	Explain
A	Pair/group discussions		
B	Writing tasks		
C	Debates		
D	Role playing		
E	Drama		
F	Others (specify)		

9. When you have listening and speaking activities in an English lesson how often do you do the following?

	Often	Rarely	Never
Read aloud to the class			
Read aloud in small groups or pairs			
read along silently while other students read aloud			
Reading books of your choice			
Decode (make out) sounds			
Answer oral questions			
Orally summarize what they have read			

SECTION 3: AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS

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

10. How often do you use the following resources

Instructional material	Frequently	Rarely	Never
a. Integrated English Books			
b. Novels-class Readers			
c. Prescribed Literature Books			
d. Dictionaries			
e. Audio dictionary via computer or phone			
f. Materials written by other students			
g. Materials from other subjects			

11. Which of these best describes how you use listening and speaking materials during classroom interactions? Tick only one option

I use the same materials with all students at the same speaking level ()

I use the same materials with students at different speaking level ()

I use different materials with students at different speaking levels ()

SECTION 4: STUDENTS ATTITUDE

12. Below are a number of statements. For each, explain your level of agreement?

S/N	Statement	Explanation
A	English is my best subject	
B	I like reading novels, plays, and short stories	
C	English is a foreign language. One should not be forced to speak it	
D	Learning and teaching would be interesting if it is done in either Kiswahili or mother tongue.	
E	I enjoy sharing my views with others in group discussions	
F	Group presentations in class help one to express his/ her opinions to others	
G	I am a member of debating club. I enjoy sharing my views with others	
H	Kiswahili is easier to use than English in both spoken and written modes.	

Thank you

Appendix C: Lesson Observation Guide

To be used in observing activities that will be going on during the English lesson classroom.

General information

Topic taught.....

No. of students in class

a. Teaching strategies employed by teachers	
<p>Lesson introduction 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 	Comment
<p>Lesson development How is the lesson developed?</p> <ul style="list-style-type: none"> • Lecture • Discussion • Recitation • Demonstration • Group work • Others 	Comment
<p>Lesson conclusion How is the lesson concluded?</p> <ul style="list-style-type: none"> • Teacher asks students questions on the content taught • 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. 	Comment
b. Role played by the teachers	
<ul style="list-style-type: none"> • Who initiates the interaction in class 	Comment


<p>and what form does this take?</p> <ul style="list-style-type: none"> • Teacher asks individual students questions • Students ask questions • Teacher response/reaction when students ask questions. • Teachers participation in group Discussions 	
c. Availability and use of instructional materials	
<ul style="list-style-type: none"> • Frequency of using dictionaries to aid in communication • Availability of wall charts as a reference material • Availability and usage of class texts and class readers 	Comment
d. Learner attitude	
<ul style="list-style-type: none"> • Frequency of students seeking clarification of ideas • Students usage of Kiswahili in answering and sharing ideas among themselves and group discussions • Frequency of referring to novels, plays, and short stories 	Comment

Appendix D: Study Area Map- Turbo Sub County



Appendix E: Formal Research Authorization

REPUBLIC OF KENYA



MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "EDUCATION", Eldoret
 Telephone: **053-2063342** or **2031421/2**
 Mobile : **0719 12 72 12/0732 260 280**
 Email: cdeuasingishucounty@yahoo.com
 : cdeuasingishucounty@gmail.com

When replying please quote:

Office of The County Director of Education,
 Uasin Gishu County,
 P.O. Box 9843-30100,
ELDORET.

Ref. No. MOEST/UGC/TRN/9/301

20th January, 2017

Fredrick Aladi Omuga
 Moi University
 P.O Box 3900 -30100
ELDORET

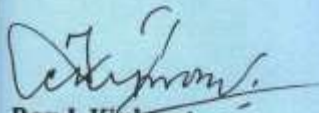
RE: RESEARCH AUTHORIZATION

This office has received your request for authority to carry out research on
"Elements determining learners verbal communicative competence development in English language classroom interactions in secondary schools in Eldoret West Sub- County Within Uasin Gishu County",.

We wish to inform you that your request has been granted for a period ending **1st April , 2017.**


The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.




Rop J. Kiplagat
For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY

RK/lis



Appendix F: Research Authorization Letter – NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2211471,
41349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Uasin House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/1624/9663** Date: **1st April, 2016**

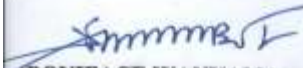
Fredrick Aladi Omuga
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Elements determining learners verbal communicative competence development in English language classroom interactions in secondary schools in Eldoret West District, Uasin Gishu County,”* I am pleased to inform you that you have been authorized to undertake research in Uasin Gishu County for a period ending **1st April, 2017.**

You are advised to report to the **County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

RECEIVED
20 APR 2017
RECEIVED
P.O. BOX 100
ELDORET


Appendix G: Research Permit

THIS IS TO CERTIFY THAT:
MR. FREDRICK ALADI OMUGA
of MOI UNIVERSITY ELDORET, 72-50207
MISIKHU, has been permitted to conduct
research in Uasin-Gishu County
on the topic: **ELEMENTS DETERMINING
LEARNERS VERBAL COMMUNICATIVE
COMPETENCE DEVELOPMENT IN
ENGLISH LANGUAGE CLASSROOM
INTERACTIONS IN SECONDARY SCHOOLS
IN ELDORET WEST DISTRICT, UASIN
GISHU COUNTY**
for the period ending:
1st April, 2017

[Signature]
**Applicant's
Signature**

Permit No : NACOSTI/P/16/1624/9663
Date Of Issue : 1st April, 2016
Fee Received : Ksh 1,000

[Signature]
**Director General
National Commission for Science,
Technology & Innovation**



CONDITIONS
You must report to the County Commissioner and
be County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit
Government Officers will not be interviewed
without prior appointment.
No questionnaire will be used unless it has been
approved.
Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
You are required to submit at least two(2) hard
copies and one(1) soft copy of your final report.
The Government of Kenya reserves the right to
modify the conditions of this permit including
cancellation without notice.



REPUBLIC OF KENYA
**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 8371

CONDITIONS: see back page