THE USE OF ECLECTIC METHOD IN TEACHING AND LEARNING OF ENGLISH IN PRIMARY SCHOOLS: A CASE OF SELECTED SCHOOLS IN ELDORET EAST DISTRICT, KENYA.

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DECLARATION

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

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DEDICATION

The work is dedicated to Almighty God, the source of all knowledge and wisdom. In loving memory of my father Josiah Kattam and my mother Rebecca Kattam, to my loving husband Richard and Sons Kimutai and Kiplagat.

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ABSTRACT

The study sought to investigate the use of the eclectic method in enhancing the teaching and learning of English in Primary Schools, in Eldoret East District. It, therefore, sought to achieve the following objectives: to establish the role of the use of the eclectic method in teaching and learning English; to establish the perception of teachers and learners towards the use of the eclectic method in English: and to find out the challenges faced by teachers of English in using the eclectic method in the classrooms. This study was based on Krashens,' Theory of Second Language Acquisition which support the best means of learning and instruction in English are those that supply comprehensive input to the learner. The study was carried out in Eldoret East District of Rift Valley province. Stratified random sampling was used to select 39 schools out of 131 registered Primary Schools in the District. Simple random sampling was used to select the teachers of English in the sampled schools. Purposive sampling technique was used to select key resource teachers of English from the selected schools. Data was collected by means of classroom observation and interviews. Descriptive statistics (frequency and percentages) and inferential statistics (t-test) was used to compare the use of the eclectic method in teaching of English in both public and private primary schools. The study established EM in teaching of English was important as it made teaching innovative and enjoyable and learning objectives easily achieved. The EM makes the teaching of English to be practical as it facilitates retention and builds confidence in learners. Private school teachers identified that EM increases the achievement of teaching English and stimulate language development and aids in knowledge retention. Public school teachers identified that EM builds various skills in reading and speaking English as it helps in attaining objectives. It also builds a good relationship between teachers and pupils in teaching English. The teaching of English using EM instructional method faced numerous challenges in schools. The lack of materials, such as textbooks affected the use of EM in teaching of English. The EM instruction method was identified to be time consuming, due to wide syllabus, heavy work load, and large class size. There is a need for provision of eclectic learning resources in all the schools to facilitate teaching of English.

LIST OF ABBREVIATIONS

EM	Eclectic Method
EA	Eclectic Approach
IMS	Instructional methods
KCPE	Kenya Certificate of Primary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
KRT	Key Resource Teacher
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
LCM	Learner Centred Method

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter focused on the background of the study, the statement of the problem, purpose of the study, the objectives and research questions; significance of the study, scope and limitation of the study, assumptions of the study, theoretical framework, and definition of terms.

1.2. Background of the Study

The teaching of English is made more important by the fact that it is the medium of communication across the board of curriculum and thus playing a central role in overall teaching. English is accepted as an essential core subject in the curriculum because it is believed to be the main influence in schools in helping children to use language and to communicate effectively (Colin,1990).

Parents, employers and teachers of other subjects see it as a responsibility of teachers of English to ensure that pupils can read for a range of purposes, can write clearly and accurately in a variety of registers, and can talk and listen effectively in a variety of contexts. All pupils no matter what their social or regional origins need to increase their self confidence and skills in using varieties of English. Teachers of English need to help pupils break free from the constraints of home and family, neighborhood and peer groups but without belittling or destroying the essential ties and bonds that help to give all

children their sense of identity (Colin, 1990). Language is one of the natural factors that help the growth of the educational system of the country, (Aggarwal, 1992).

According to Blumberg (2008), learner – centred teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning. She further goes on to say that learners are actively engaged in inquiry based thesis. Often the students are doing a variety of different things simultaneously. Meanwhile, the teacher is actively moving around to support the students as they work. The teacher's role is that of a coach and facilitator. The four primary goals of a teacher in her interaction with the student are: facilitation of the student's solving their problem; promoting an environment of inquiry and collaboration through the modeling of questioning and listening skills.

 There are many methods of teaching/learning that have been used for many years and have stood the test of time. Nacino (1992) says it is necessary for a teacher to use different methods of teaching to suit varying situations. These methods can in certain situations be used very effectively by the skilled teacher but it would be short sighted to try to use them all the time. These methods are the lecture, discussion, demonstration, thesis and the study trip. However, there are newer approaches to teaching according to Nacino-Brown's book Curriculum and Introduction to Methods of Teaching (1992), where he quotes Froebel who once pointed out, 'to have found one fourth of the answer by his own effort is of more value and importance to the child than it is to half–hear and half understand it in the words of another'.

The more modern approaches to teaching emphasis shifted from the teacher to the learner. The learner is transformed from a passive receiver of knowledge into an active creator of the process in which he/she learns. The stress is placed not on learning facts but rather an understanding of the structure of the discipline and the way our knowledge is organized, (Nacino, 1992). The Newer approaches to teaching include; the process approach, the discovery approach and the inquiry/problem- solving approach teaching methods.

Different approaches carry with them different strengths and weaknesses and require different professional skills (Colin, 1990). All teachers need to reflect on their aims, methods and achievement, to exchange ideas and be open to development and change. All teachers will be expected to be 'extended professionals', confident and articulate about their aims, possessing a varied repertoire of professional skills and accountable for their pupils' achievements (Colin, 1990).

Mc Coy (2006) carried out research on the difference between urban and rural school teachers on the use of active learning techniques in their classrooms. The result revealed that even though teachers of rural school know new methods of teaching such as cooperative learning and implement these techniques. Their classes were traditional and they often used lecture because it was easier than preparing more innovative hands-on-lessons. Moreover, the author explained that this was due to lack of resources, dissatisfaction with the work environment, work load and lack of administrative support.

Bonwell and Eison (1991) acknowledged that teachers think that an active learning method is very important for learners since it increases students' retention and comprehension of the course material and utilizes the students date and knowledge base. It gives an opportunity to students to provide personal insights and interpretation (develop their own answers). The school teachers believe that active learning method is not only important for the students but also it has a great advantage for the teachers as well. It helps the teacher select objectives at the correct level of difficulty to meet the students' needs. The teacher encourages the students to be responsible for their own learning.

According to Skillings (2002) in India English language Teaching Strategies used by Primary Teachers indicate that some primary schools in New Delhi start formal instruction by including a nursery school for four year old children while some begin instruction for children at the age of five in kindergarten . The study showed that instruction is in English and learning to listen, speak, read and write in English is the goal. Three strategies were therefore used; Demonstration, choral drill and 'look and say'. The findings from the study shows that kindergarten teachers used demonstration effectively in the teaching nursery rhymes and songs and was seen at all levels through class five. The findings also indicated that demonstration was however relied on more frequently in kindergarten and progressively used less through the class levels.

A study on 'The practice of learner-centred method in upper primary schools of Ethiopia', carried out by Wudu (2006) showed that teachers appreciate learner centered methodology, (LCM), They believe that LCM gives a chance for the students to help each other by sharing ideas, gives an opportunity to do practical skills, be active participants

and be creative independently. In addition LCM increases students' achievement helps to develop their self confidence and make students free by avoiding fear and help students to be free from expecting everything from the teachers.

Active learning also gives the teacher time to perform the helping teacher functions of coach, listener and advocate. Wudu (2006) found out that teachers mostly employ learner – centred methodology in their classrooms that they gained in the training in college. Some of the commonly used methods in their classrooms include group work, assignment, discussion, practical activities, questioning and answering presentation, field trip, guest presentation and team teaching. However, Nsubuga, (2000) asserts that there are probably as many approaches, interpretations and definitions of how to teach as perhaps there are school teachers. He says each person learns to use a style suited to his/her individual skills, the pupils' capabilities and the expectations of the head teacher and parents.

The importance of English language in Kenya, especially in Kenyan education system and eclectic method has been identified as a key component in teaching language of instruction in the classroom. English is taught as a second language. Most pupils learn English as a second language because most of them use Kiswahili and mother tongue as their first language. English is the medium of instruction in upper primary schools in Kenya (K.I.E Primary Education English Handbook 2006). Other than being the official language in Kenya, English is also useful for pupils' day to day lives, and their involvement in social-economic and cultural activities. English is a language of examination in majority of the subjects taught in Kenyan educational system. Being an

official language, it is used for teaching and examining all subjects in the curriculum except Kiswahili.

Gachathi Report (1976) advised that English language should be used as from standard four to university. All other learning depends crucially upon the mastery of English language. As a medium of instruction in Kenyan schools it is a very important subject both in our curriculum and as a service subject. In schools, children learn English in order to use it as a medium of instruction and communication (MOEST, 2001). The Kenyan Ministry of Education places great importance on the development of English language alongside other subjects taught in schools. It has always been a compulsory subject in Kenya's system of education.

In the classroom, it is accorded so much importance that it has been given more lessons, five in class one to three (lower primary) and seven in upper primary that is class 4-8 (Kenya Institute of Education Syllabus, 2002). English is a major lingua franca, that is, it is used by Kenyans from different linguistics backgrounds for communication. It is no longer regarded as a foreign language in Kenya (Kembo-Sure and Webb, 2000). In spite of the strong policy support for English, its performance has been relatively poor. In a recent study by the Orido (2010), it was revealed that some of the pupils who have completed standard eight cannot comfortably read a story book meant for standard two pupils. The study faults methods used by teachers who have concentrated on making children pass exams rather than helping them to actually learn.

Gicobi (2010) says that there is too much emphasis on national examinations at the expense of meaningful learning. Every year after the release of the standard Eight and Form Four national examination results, there is always a nationwide concern about the candidates' dismal performance in English. A KNEC, 2009 report, revealed that English was poorly performed compared to other subjects in the 2008 KCPE examination. Due to these complaints regarding poor pupil performance in English, the present study sets out to establish the main cause of this problem. This study aims to investigate whether eclectic methods (EM) used by teachers has any role in enhancing the teaching and learning of English in primary schools.

1.3 Statement of the Problem

According to Floresar (2008) the eclectic method is a combination of different learning approaches. The method effectively works for pre schoolers and can be applied for primary schoolers and up as well. An eclectic approach therefore means using a variety of methods in dealing with a subject or task. In the Eclectic Approach, the teacher plays and communicates with the learner. It is the way the child has of making sense of the world in which the child lives, and of developing the child's skills - emotionally, socially, intellectually and physically. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner.

English is an important subject in Kenyan schools. It is the official language of communication and as such children need to be fluent in oral and written English (MOEST English module, 2001). English is a compulsory subject in Kenyans curriculum. Teachers of English need to focus on the development of children's language skills, that

is, the skills of speaking, listening, reading and writing. Teachers also need to understand the problems children face when learning English and ways to overcome them (MOEST English module, 2001).

Despite the importance attached to English, pupils' performance at K.C.P.E has continued to drop Aduda (2008), showed that there was a marked drop in English composition scores that is from 47 percent in 2007 to 42 percent. There has been a national outcry on the performance of English in both primary and secondary schools. Barasa, (2005) notes that universities have voiced concern about receiving new students who can hardly write, read and hold discussion in English. It is noted that the poor performance recorded in English directly affects the performance of all other subjects offered in the school curriculum whose medium of instruction is English (Colin, 1990). In teaching English, teachers need to vary their teaching methods in order to help each child realize their learning potential, (MOEST, English module, 2001).

According to the Primary Education English Handbook (2006), it is advisable for teachers to integrate different methods in the teaching so that one can teach effectively. This integration of methods is called an eclectic method which is important based on the fact that a teacher may change the teaching style to reach pupils in the classroom and to develop the pupil's knowledge and understanding to the maximum. In a general sense all teaching methods are used to implant and develop ideas and concepts as well as skills in the pupils. Methods overlap to great degrees.

The researcher strongly feels that the instructional methods used by teachers play a great role in enhancing the teaching and learning of English in primary schools. In KCPE, English examination consists of two sections. Section A comprises of objective items and section B comprises of a composition writing task. The KNEC examination report for the year 2009 revealed that pupils do not perform well in English. A more detailed analysis also revealed that pupils do not read and understand the questions well. The report also observed that girls performed better than boys in English composition and Kiswahili Insha. From the KNEC report, it is seen that the performance in English dropped in 2008 compared to 2007 results. The percentage mean for the objective paper dropped by 5.44 points from 47.02 in the year 2007 to 41.58 in the year 2008. The percentage mean for the composition paper also dropped by 0.62 points from 41.10 in the year 2007 to 40.48 in the year 2008. The Table 1.1 shows the general candidates performance in English in K.C.P.E.

Table 1. 1 General candidate's performance in English

Year	2005		2006		2007		2008	
Paper	Objective	Composition	Objective	composition	Objective	compo	Objective	Comp
% mean	43.10	36.30	45.88	35.47	47.02	47.10	41.56	40.48

Source: KNEC 2008 KCPE Examination Report

From this analysis, the study sought to find answers to this question, what role could the eclectic method have on teaching and learning of English? It is assumed that by

undertaking the study in the use of eclectic method, the teaching and learning of English would improve further compared to other subjects performance.

1.4 Purpose of the Study

The main purpose of this study was to establish the use of eclectic method in enhancing the teaching and learning of English in Primary Schools in Eldoret East District.

1.5 Objectives of the study

The objectives of this study were to:

1. To establish the role of the eclectic method in teaching and learning English.

2. To establish the perception of teachers and learners in the use of eclectic method

3. To find out the challenges faced by teachers and learners of English in using the eclectic method in the classroom.

1.6 Research Questions

The research sought to answer the following questions:

1. What role does the eclectic method have in teaching and learning English?

2. What is the perception of teachers and learners towards eclectic method in English?

3. What challenges do teachers and learners of English face when using the Eclectic method?

1.7 Assumptions of the study

The main assumptions of the study were:

1. Teachers of English and learners are familiar with the process of using more than one method to achieve the eclectic process.

2. Teachers are aware of the importance of using the Eclectic method when teaching English.

3. That all the data provided by respondents in this study is reliable and accurate.

1.8 Significance of the study

It is hoped that this study will provide information which will be useful to the Quality Standards and Assurance Department of the Ministry of Education that is responsible for curriculum development, interpretation and implementation. The research findings will also be useful to teachers of English to plan on improvement of English in Primary Schools

1.9 Scope and Limitations of the Study

This section was discussed under the following headings:-

1.9.1 Scope of the Study

The study was conducted in selected primary schools in Eldoret East District of Rift Valley province, Kenya. The target population included, English classroom teachers and key resource teachers of English. Standard eight pupils were chosen because they are the upper most class in primary schools and can therefore answer questions well compared to lower class pupils.

The scope of the study was the use of the Eclectic method in the teaching and learning of English in primary schools especially in Eldoret East District. Eldoret East District was picked since it is one among other districts in the country that performs poorly in English. The study focused on the use of Eclectic method in enhancing the teaching and learning of English in primary schools in Eldoret East District, whether a combination of different learning approaches are used in a lesson and to investigate how teachers are creative in using different approaches to capture the learning interest and curiosity of the learners. Lastly it investigated challenges faced by teachers when using Eclectic method of teaching.

1.9.2 Limitations of the study

The study was constrained by a number of limitations: - first the study was confined to selected schools in Eldoret East District although it is hoped that the findings was a reflection of what is happening elsewhere in the country. Second, was also limited to the use of Eclectic method in enhancing the teaching and learning of English in Primary School. However the results obtained were analyzed and generalized based on the data collected. The study was limited to the use of observation, interview schedule and document analysis in collection of data.

1.10 Theoretical Framework

This study was based on Stephen Krashen's Theory of Second Language, acquisition (1988). It mainly utilized the two hypotheses, specifically the input and affective filter hypothesis.

1.10.1 The Input Hypothesis

Krashen's fourth hypothesis states that humans acquire language in only one way by understanding messages or by receiving comprehensible input. This input is a little beyond our current level of acquired competence. We move from i, our current level to i + 1, the next level along the natural order by understanding input i+1 (Krashen 1985). This input may be in the form of spoken or written language. The hypothesis claims further that in order for acquirers to progress to the next stage they need to understand input language that includes structure that is part of the next stage. Understanding a language that contains a structure that we have not yet acquired is through context and extra linguistic information.

Krashen (1985) input hypothesis is considered relevant to this study because it claims that learners acquire language through comprehensible input that they are exposed to. The implication of the input hypothesis to this study is that the best means of learning and instruction in English are those that supply comprehensive input to the learner. It also implies that learners with wider exposure to English will be better in it than those without.

1.10.2 The Affective Filter Hypothesis

Krashens fifth hypothesis, the affective filter hypothesis, embodies Krashen's view that a number of affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self – confidence and anxiety Krashen claims that learners with high motivation, self –confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. According to Krashen, low motivation, low self-esteem, and debilitating anxiety can combine to

'raise' affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up', it impedes language acquisition on the other hand, positive affect is necessary but not sufficient on its own, for acquisition to take place. The right attitude therefore does not only encourage the second language acquirer to get more input but it also encourages them to be more receptive to the input they get. The implication of the Affective Fitter Hypothesis to this study is that a teacher should use varied techniques (the eclectic method) during instruction to enable language acquisition by a learner.

1.11 Definition of Operational Terms

There are terms to be used in this study which require clarification. The definitions strictly adhere to the sense in which they were used in the study.

Eclectic: Deriving things from a variety of sources

Eclectic Method: It is a combination of different learning approaches and using a variety of methods in dealing with a subject or task. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner. The method effectively works for pre-school and primary school to teach English among other subjects.

First language: A language that is learnt by children as a mother tongue before any other language. Kiswahili and English are also spoken by a few educated people as first language L_1.

Instruction: Inculcating skills, attitudes and knowledge in a classroom setting.

Interaction: Refers to the teacher – learner behaviour in the classroom.

Key resource teacher- Refers to the teacher of English who has undergone an intensive training and acquired skills and concepts of teaching English.

Language learning: The attainment of proficiency in target language through formal instruction.

Learning activities: These are tasks performed by the learners during the lesson to facilitate learning. They make the learning process learner – centered.

Learning resource: Materials which may be used by the pupil or teacher to facilitate learning.

Learning: The process by which one's capability or disposition is changed as a result of experience

Medium of instruction: The language that is used for teaching

Method: The way a teacher decides on how the pupils will learn. It is a general approach to teaching which involves a choice between whether the learners will mainly be informed or they will largely find out for themselves.

Second language: Refers to a language a person learns after the first one has been learnt.

Strategies: A set of processes combined to achieve an outcome

Teaching activities: These are tasks the teacher performs to deliver the subject content.

Teaching: A process of telling or showing someone how to do something either through talking, telling, explaining, illustrating and demonstrating.

Technique: A method employed by the teacher to direct the learner's activities towards achieving a stated objective.

1.12 Summary

In this chapter the introduction to the study has been given. The chapter discussed the background and statement of the problem. The research questions, the purpose, assumptions and significance of the study have been stated. The scope and limitations of the study have been considered and the theoretical framework to the study has been given. Finally, the terms used in the study have been defined. The next chapter discusses literature related to the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter dealt with the review of works related to this study. This chapter is divided into two; general literature review and related literature review.

2.2 General Literature Review

Bandura (1986) observed that a teacher must model appropriate behaviour and expose pupils to a variety of other models. This is especially important to break traditional stereotypes and negative influences of first language and culture on the teaching and learning of English as a second language in primary schools. Bandura (1986) and Krashen (1988) point out that pupils must be exposed to rich learning environments with regular opportunities to practice will help a teacher of English to be a better teacher for second language learners.

2.2.1 Theory of Second Language Acquisition

Krashen's Theory of Language Learning.

According to Krashen (1988), many factors influence the development of a second language. These include age at first arrival, first language proficiency and type of instruction including contextualized instructional situations and opportunities to use language. Pupils must be exposed to rich learning environments with regular opportunities to practice language and literacy skills in the new language.

Krashen (1988) asserts that the best methods of second language teaching and learning are therefore those that supply comprehensive input in low anxiety situations, containing messages that learners really want to learn. These methods do not force early production in the language, but allows learners to produce when they are ready recognizing that improvement comes from supplying communicative and comprehensive input and not from forcing and correcting production. The use of the eclectic method in the teaching and learning English may help learners acquire language in comprehensible input they are exposed to.

The fifth hypothesis of Krashen, the affective filter hypothesis, embodies 'Krashen's view that a number of 'affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self –confidence and anxiety. Krashen claims that learners with high motivation , self confidence, a good self image, and a low level of anxiety are better equipped, for success in second language acquisition Krashen says low motivation, low self- esteem and debilitating anxiety can combine to raise the affective filter and form a mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition on the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. The teacher of English should use varied techniques (Eclectic method) during instruction to enable language acquisition by the learner.

2.2.2 Importance of English as a Language

Barasa (2005) says English is at the heart of the national curriculum .All other learning depends crucially upon the mastery of the fundamental skills of the English language which are vital not only for educational purposes but also for our economic growth and competitiveness. It is therefore important for teachers of English to ensure their learners are competent in the language by using the eclectic method in order to gain maximum results.

English like all other foreign languages that are official languages is taught and learnt in Kenya to achieve several objectives, Barasa (2005) which include:

i) To develop the learner and intellectual powers.

ii) To increase the learner's personal culture by reading literature and philosophy.

iii) To increase the learners understanding about how language works.

iv) To teach the learners understanding about how language works.

v) To teach the learner to learn a language so that he/she can do research.

vi) To bring the learner to a better understanding of instructional issues.

Omamo (2009) carried out a study on the influence of mother tongue and culture on the teaching and learning of English language in Isukha – western Kenya. He says language is used in expressing feelings and emotions. Language not only enables us to talk about the world and to display our knowledge and thoughts; it also provides us with a facility to express our intimate feelings, opinions and attitudes. Language makes it possible for teachers to influence pupils to feel as they do. Another basic use of language is to give information. Teachers and pupils communicate using language.

Language is used in establishing rapport. Language including English has the power of bringing pupils and teachers together to start a social and academic interaction. For teachers and pupils to meet and start talking is so normal that we tend to assume that it happens naturally, without any deliberate action by the participants. We are familiar with fixed expressions, such as the greetings that are exchanged between pupils and teachers, but seldom give thought to what they are meant to do for us, Webb and Kembo –Sure (2000).

Language is useful in exercising authority between teachers and pupils as English language is the medium of instruction in upper primary classes, MOEST (2001). The teaching of English as laid down in the syllabus, adapts a thematic approach whereby all the four basic language skills viz; listening, speaking, reading and writing are taught in the context of these themes. The themes are carefully selected to take into consideration experience of day-to-day life, the learner's expectations for the future, the level objectives as well as the national goals of education. At the end of the primary cycle, it is expected that the learner should be able to communicate fluently, independently and accurately in English, KIE, Primary Education English Handbook (2006).

2.3 Effects of the Eclectic Method

There are probably as many approaches, interpretations and definitions of how to teach as perhaps there are school teachers, Nsubuga (2000). Each person learns to use a style suited to his or her individual skills, the pupil's capabilities and the expectations of the head teacher and parents. Nsubuga goes on to say that the importance of a variety of

methods is based on the fact that a teacher may change the teaching style to reach pupils in the room and to develop the pupil's knowledge and understanding to the maximum. In a general sense, all teaching methods are used to implant and develop ideas and conceptual skills in the pupils. Methods overlap each other. Mukwa and Too (2002) say methods are needed to expose the learner to knowledge and experiences helpful in the development of understanding, critical thinking, practical skills and interest to be developed through a particular subject.

Nsubuga (2000) asserts that it is the duty of teachers to discover the best method to achieve the objective of their lesson of the day. When preparing the methods to achieve the objective of the lesson, the teacher should consider the emotional and mental make up of the pupils. It is important to think about what is going to be taught in a particular lesson and the method to be employed as well. It is important for teachers to be aware of the available strategies and methods for purposes of making a suitable choice when it comes to instruction Kithinji et al (2007). The eclectic method should be chosen so that teachers can apply individually what they feel is appropriate for each child.

2.4 Teacher- Centered Approach

For many years, the traditional teaching style or specifically, teacher-centered instruction has been dominant in higher education in North America. In a traditional classroom, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. Duckworth (2009) asserts that teacher-centered learning actually prevents students' educational growth.

During the last few decades, teacher-centered teaching style has been replaced by learner-centered teaching style in higher education (Weimer, 2002). Teacher-centered teaching style is considered as "a style of instruction that is formal, controlled, and autocratic in which the instructor directs how, what, and when students learn". Teaching style is made up of a range of behaviors that a teacher comfortably used consistently over time, situation, and content (Elliott, 1996). Huba and Freed (2000) described teacher-centered learning as: students passively receive information, emphasis is on acquisition of knowledge, and teacher's role is to be primary information giver and primary and evaluator.

Farrant (1980) defines the teacher centred approach as one that employs the teacher literally in the role of director of studies and works on the assumption that in all matters of learning. " the teacher knows best". Teacher – centred approach focuses attention on what is taught so that education is seen trying to help each child develop his/her potential. Nganga (1996) stipulate that there is an emphasis on teaching rather than on learning.

The main characteristics of teacher – centred approach according to Farrant (1980) include:

i) Pupils tend to be regarded as more or less uniform groups of learners rather than as individuals with different gifts and needs.

ii) Pupils get the impression they can learn only when their teacher is present and teaching .

iii) Teachers spend most of their time actually teaching

iv) Teachers see their role as communicating knowledge to their pupils as efficiently as possible.

v) Teachers select what the children learn, the methods by which they learn and the pace at which they learn.

vi) Teachers act as essential links between the child and what he/she is learning.

2.5 Learner – Centered Approach

Teachers tend to focus more on what they do rather than on what the students are learning. This emphasis on what teachers do often leads to students who are passive learners and who do not take responsibility for their own learning. This traditional approach is usually called "teacher-centred" approach. The curriculum and materials used are usually not adapted so as to meet the specific needs of the learners and this is especially the case of most non-philological faculties where there is still a grammar-based curriculum rather than one designed in order to teach English for Specific Purposes. However, over the past decades, there has been a gradual shift from a teacher-centred to a learner-centred approach. This approach to teaching English has been increasingly being encouraged in higher education over the past decades in developed European countries while in Romania is still in its early stages. In Romania, the first steps towards a learner-centred curriculum were made in the 1990s with the Prosper Project (Bardi et al., 1999).

Maryellen Weimer's Learner-Centred Teaching (2002) is one of the most modern and comprehensive studies in the field and identifies five practice areas to work on in order to achieve learner-centred teaching: the function of content, the role of the teacher, the responsibility for learning, the processes and purposes of evaluation and the balance of power.

LCT is an approach not a methodology, i.e. not a step by step guide but rather a way of teaching based on a set of principles and attitudes, which have aspects in common with

other teaching approaches: learner autonomy, self-access learning, learner training, task-based learning. Due to its innovative principles, LCT creates new roles for both the teachers and the students, thus changing the relationship between them. This method is simply a realistic response to what we know about children their development, interests and characteristics, Farrant (1980) says emphasis is on the importance of the child's own needs and abilities in determining the kind of education he/she needs. Children are not little adults and that they progress through various stages of development as they grow up. The abilities children possess and the characteristic they display change during the process of growing up. Their interests and the forces that motivate them and their powers of comprehension and self-expression also change as they grow up.

The main characteristics of learner-centred approach according to Farrant (1980) are:-

i) Children are encouraged to think for themselves and express themselves in various ways.

ii) Their classrooms have a lot of play things in them and children have a good deal of choice over what they do at any particular time.

iii) Basic skills are learned in contexts that are meaningful to the children instead of learning the rules of number by memorization.

iv) Acknowledge that children's needs should determine what they learn at school.

v) Recognize and respond to the changing characteristics that distinguish children of different ages.

vi) Train children in skills that are within the capabilities of their stage of development.

vii) Select what is taught and the methods used so that they are appropriate to the comprehension and experience of the children.

The learner-centred approach to teaching English is more effective than the teacher-centred approach for a number of reasons: firstly because what is taught is not necessarily learnt so teachers need to be able stir students' interest for learning. This can only be achieved if the focus in on the students' needs not on the teachers constraints. Secondly, LCT is more feasible because language learning involves skill development, not only knowledge transmission so teachers should focus on ways to develop students' ability to use language effectively in real-life contexts rather than their ability to simply "reproduce" it. Finally LCT is more effective because it aims at developing students' awareness of themselves as learners and it consequently enables them to figure out what their best learning strategies are.

2.6 The Eclectic-Approach to Teaching English

According to Floresar (2008) the eclectic method is a combination of different learning approaches. She says this method effectively works for pre schoolers and can be applied for primary schoolers and up as well. A main proponent of the eclectic approach is Rivers (1981, Teaching Foreign Language Skills). According to Rivers, an eclectic approach allows language teachers "to absorb the best techniques of all the well – known language – teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate." This is necessary and important because teachers faced with the daily task of helping pupils learn a new language may not be able to dedicate to each new method or approach that comes. The idea of choosing from different methods is

to suit for ones teaching purposes and situations. The present technologies educations are adjusted to the environment so that learning will not become boring.

According to Floresar (2008) learning should be fun and innovative due to the unique nature and capabilities of each child. Learners are not expected to have all reached the same level at the same time. Teachers therefore need, to be creative in using different approaches to capture the learning interest and curiosity of the learners whether young or old. Teacher Nelle considers that the most practical approach a school can adopt is the eclectic method because it is when " teachers combine different strengths from different philosophies and where most of the time, they use their own unique theory .creativity and vision".

 In the Eclectic Approach, the teacher plays and communicates with the learner. It is the way the child has of making sense of the world in which the child lives, and of developing the child's skills - emotionally, socially, intellectually and physically. At Children's House International School (CHINS), the eclectic method was adopted based on the belief that children should be valued as unique individuals. The method was chosen so that teachers can apply individually what they feel is appropriate for each child. Their curriculum is therefore creative, innovative and imaginative. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner.

2.7. The Perception of Teachers and Learners towards the Instructional Methods in English

English is acceptable as an essential core subject on the curriculum because it is believed to be the main influence in schools in helping the children to use language and to communicate effectively, Peacock, (1990). Parents, employers and teachers of other subjects see it as the responsibility of the teacher of English to ensure that pupils can read effectively for a range of purposes, can write clearly and accurately and can talk and listen effectively in a variety of contexts. Some teachers don't like to teach English for several reasons. MOEST, (2001) give some reasons as English syllabus is too wide and demanding and that the subject is a feminine one. Some teacher's say English is hard to learn as it is influenced by other languages spoken in the area for example Kiswahili and Mother Tongue. Others are discouraged by the other teachers who don't see the need to emphasize the language in the school. It is the work of the teacher of English to think of the best methods to encourage pupils to like English which makes teachers develop a negative attitude. Sometimes, there are not enough English books available and the text books do not give enough practice exercises.

Bridges (1993) gave various gender stereotypes that discourage both the teacher and the pupil from teaching and learning English properly. Some stereotypes talk about English being thought of as a girl's subject, this view may be reflected in teacher's work. Lack of confidence can result when a teacher is afraid to teach English, especially if they had not performed well in the subject at secondary school level. Lack of confidence can also be

caused by gender stereotypes in isolated cases MOEST (2001). This is because the teacher is not quite familiar with the content. Planning well can develop their confidence.

Some communities view schools as places where good morals can be corrupted because of the amount of time they spend with boys. The long distance that girls may travel between school and home also worries parents MOEST (2001). Such stereotype thinking negatively affects the educational opportunities for our girls. Boys may need more time to answer question in traditionally female subjects. The problems can be aggravated by the fact that female teachers, who in most cases teach English language, may be less interested in boys who are not good in language comprehension.

Barasa, (2005) explains the need for change in schools. He says the change should begin with policies that will help change the attitude of other members of staff towards English. The evidence from the target groups suggests that one such solution would be to mark the use of English in other subjects. When teachers of other subjects use English in their instruction all the time, the attitude of both pupils and the teachers would change positively towards English.

Children require texts that are both challenging and supportive, if they are to progress and sustain the motivation and interest that makes them effective, responsive readers, Moore and Wade (1995). As well as support and challenge, another essential of provision for reading development is responsibility. Provision needs to be structured so that children take control of the strategies that make independent readers. The strategies are whole class

activities that give children some responsibility for their own learning. They are supportive strategies, structured in that they require the supervision and support of the teacher to enable the child to proceed through what Vygotsky (1978) described as the 'zone of proximal development'; in other words, for the teacher to achieve independently tomorrow what is done with help and support today. Furthermore, the learning situation has to be positive and enjoyable to allow the child's self confidence and self-esteem as a reader to develop and flourish.

According to Floresar (2008) a specialist in Early Childhood Education and Special Education in the children's House International School (CHINS) in Marikina city, learning should be fun and innovative due to the unique nature and capabilities of each child. She says, teachers cannot expect from learners to have all reached the same level at the same time. Teachers need to be creative in using different approaches to capture the learning, interest and curiosity of the learners whether young or old. Teacher Nelle considers that the most practical approach a school can adopt is the Eclectic Method because it is when teachers combine different strengths from different philosophies and where most of the time, they use their own unique theory, creativity and vision.

2.8 Review of Related Studies

Nacino, (1992) observed that it is necessary for a teacher to use different methods of teaching to suit varying situations. He says there are some methods of teaching that have been used for many years and have stood the test of time. Nacino –Brown emphasized that these methods can in certain situations be used very effectively by the skilled teacher but it would be short-sighted to try to use them all the time. These methods are; the

lecture, discussion, demonstration, thesis and study trip. Nacino talks of the more modern approaches to teaching where emphasis it shifted from the teacher to the learner. The learner here is transformed from a passive receiver of knowledge into an active creator of the process in which he/she learns. The stress is placed not on learning facts but rather on understanding of the structure and the way our knowledge is organized.

Due to the development of modern technology, teachers no longer have to rely solely on words to make their meanings clear. There is a great variety of materials around that can be used to make our meanings more vivid and more interesting, Nacino (1992). Instructional materials and resources or media are used to supplement or complement the teacher's tasks. They vary from simple and inexpensive ones such as the chalk board, flat pictures, diagrams, illustrations and maps to more complicated and expensive ones like the TV, movie projectors, slides and filmstrip projectors. The mere use of these materials however does not guarantee effective communication nor effective teaching. The most important point here is their careful selection and skillful handling by the teacher that renders them useful in facilitating learning. According to him, it is therefore important for teachers especially at the beginning to become familiar with the various types of instructional materials as well as the values that can be derived from their proper use.

Moore and Wade (1995) describe the integrated approach to reading by giving ways in which the integration of speaking, listening and writing contribute to children's progress and response in reading. The importance of an appropriate choice of reading material is to encourage children's interest and when readers are inexperienced, a range of texts that are

supportive in terms of content and language structure. Teaching strategies, designed to help the inexperienced reader to progress to independence have been described. It has been shown that this strategies are best taught within an integrated context and with suitable text, a different approach from that of the traditional help given to inexperienced readers, this is according to Moore and Wade (1995).

Colin (1990) in his book 'Classroom Skills In English Teaching' talk of different approaches that carry with them different strengths and weakness and require different professional skills. He further says all teachers need to reflect on their aims, methods and achievement to exchange ideas and be open to development and change. According to him all teachers will be expected to be 'extended professionals' confident and articulate about their aims possessing a varied repertoire of professionals skills and accountable for their pupils achievements. Colin (1990) further discusses the importance of English in the curriculum. He says English is accepted as an essential core subject on the curriculum because it is believed to be the main influence in schools in helping children to use language and to communicate effectively. Parents, employers and teachers of other subjects see it as the responsibility of the teacher of English to ensure that pupils can read effectively, write clearly and accurately and can talk and listen effectively in a variety of contexts. All pupils no matter what their social or regional origins need to increase their language repertoire and increase their self confidence and skill in using varieties of English. Colin stressed that teachers of English need to help their pupils to break free from the constraints of home and family, neighborhood and peer groups, but without belittling or destroying the essential ties and bonds that help to give all children their

sense of identity. These findings are in line with the present study on how important the Eclectic Method is in enhancing teaching and learning of English.

Syomwene (2009) carried out a study on teacher competencies in the teaching of English oral communication skills in upper primary schools in Nandi North District. She found out that majority of the pupils are dependent on classroom instruction if they are to speak English correctly. Syomwene emphasizes that the teacher has a central role to play in the teaching of English and this calls for the teacher to have the necessary competences that is knowledge and skills in the teaching of English. The present study however, will investigate the role of Eclectic method in teaching and learning English. Kembo –Sure (2006) cites the standards of the teacher as one of the reasons for the poor performance in English language in Kenya. This study will find out how effective teachers use Eclectic method.

Wamakonjio (1986) noted that in Kenya, a child's language acquisition, development and use of English is often left entirely to the often overworked English language teacher. He says there is a tendency in schools to dismiss all problems of understanding or expression in any subject at all as language problems concerning the teacher of language in this case English. He further states that what most teachers and pupils fail to understand is that although failure to understand mathematical concepts or those of science or Geography may be due to pupil's linguistic inability. The duty of developing those concepts is therefore not necessarily the language teachers alone but is the concern of all the teachers in school. This is a challenge that teachers of English face and the study sought to find

other challenges faced when using Eclectic method. Barasa (2005) says language teachers training has to be life long in addition to pre-school training at graduate level, the teacher should continue learning by way of workshops, in-service courses and extension courses provided by universities. Such courses will improve the teacher's method of instructions in class. Barasa, emphasizes that teachers ought to acquire knowledge about the subject matter as well as teaching skills and methods

2.9 Summary

This chapter reviewed literature related to the study. The chapter has focused on Krashen's, Theory of language learning, importance of English as a language, effect of Eclectic methods and discussed perception of teachers towards Instructional methods in English. The related studies emphasized the need for varied and combined approaches to teaching of English thus making this study vital to ascertain what is taking place in language classrooms. In Eldoret East the teaching of language is compromised by teaching skills and teacher attitude to the language. Teachers ought to use different approaches in planning of the whole process of learning and teaching of English. The use of Eclectic teaching methods emphasizes on teachers method of instruction in class that enhances the teaching and learning of English. The next chapter discusses research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on Research design and methodology that was used to carry out the present study. The chapter was divided into the following sections; research design and methodology, study area, study population, sample and sampling procedures, data collection instruments and procedures, validity and reliability of research instrument, administration of research instrument, data analysis procedure and ethical consideration.

3.2 Research Methodology

This study adopted a constructivist approach and therefore relied on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (Mixed methods), (Cohen and Manion, 1994). Descriptive research included surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research was description of the state of affairs as it exists at present. The main characteristic of this method was that the researcher had no control over the variables and only reported what had happened or what was happening. Constructivists do not generally begin with a theory (as with postpositivists) rather they "generate or inductively develop a theory or pattern of meanings" (Creswell, 2003) throughout the research process. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods).

Quantitative data may be utilised in a way, which supports or expands upon qualitative data and effectively deepens the description.

3.3 Research Design

The research employed descriptive survey research design. Kerlinger (2004) says descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. Through descriptive survey, Kerlinger says, views, opinions and suggestions for improvement of educational practice have been collected. Kombo and Tromp, (2006), state that the major purpose of descriptive research is description of the state of affairs as it exists. This design was chosen because of the nature of investigation to be carried out, that is, investigating the use of Eclectic Method in enhancing the teaching and learning of English in Eldoret East District. The research tools were the interviews and observation suitable for a descriptive survey research design (Kombo and Tromp 2006).

3.4 Study area

This study was carried out in Eldoret East District of Rift Valley Province in Kenya. Eldoret East District is one of the new districts that were recently curved out from the larger Uasin Gishu District. The district was divided into two administrative divisions namely; Ainabkoi and Moiben. Educationaly, the district was divided into seven zones namely; Karona, Meibeki, Moiben, Kaptagat, Ainabkoi, Kipkabus, and Sergoit. The District has 131 primary school of which 16 are private and 115 are public primary schools.

The researcher selected the district because its one among the many that performs poorly in English language in national examinations. During the Eldoret East District Education Day, held on 5th July 2010, the report indicated that English was the worst performed subject in KCPE (48.805) compared to other subjects. Hence an investigation into the use of the Eclectic method in enhancing the teaching and learning of English in primary schools could provide some answers for this poor performance.

3.5 Target population

The target population was 131 Key Resource Teachers (K R T English) and 115 public and 16 private school teachers of English in Eldoret East District. The sample frame for the population was shown in Table 3.1

Table 3.1: Target Population

S/NO	Category	Number
1	Teachers from Public Schools	115
2	Teachers from Private schools	16
3	Key resource teachers of English	131

3.6 Sample Size and Sampling Procedures

According to Kerlinger (2004) a sample of 30% is representative of the population to be studied. Accordingly, the researcher worked with 30% of the total population. Thus 30% of the 131 registered primary schools were selected for the present research. As such a sample size of 39 schools was selected from the total number of 131 primary schools in the district. These were selected by first stratifying them into private primary schools and Public Primary Schools then using simple random sampling technique to select 39 schools for the main study.

The researcher used teachers of English from the 39 schools. These teachers were selected using simple random sampling technique. Purposive sampling technique was used to select key resource teachers (KRTs) of English from the selected schools. A total of 78 respondents participated in the study as shown in the Table 3.2.

Table 3.2: Sample Frame and Sample Size

S/NO	Category of respondents	Target population	Sample size
1.	Teachers from Public Schools	115	34
2.	Teachers from Private schools	16	5
3.	Key resource teachers of English	131	39
	Total		**78**

3.7 Research Instruments

The observation, interview schedule and document analysis research instrument were used to collect data in this study.

3.7.1 Observation

The observation technique provides information about actual behaviour in the classroom. Direct observation allows the researcher to put behaviour in context and thereby understand it better, Kombo and Tromp (2006). As such, the researcher conducted observations in the classes that formed research data collection centres. The purpose of conducting the observations was to establish the use of the Eclectic method in enhancing the teaching and learning of English. Observation check list was prepared for the observation.

3.7.2 Interview Schedule

An interview method of collecting data involves presentation of oral – verbal stimuli and the reply in terms of oral –verbal responses (Kothari, 2004). Structured interview involves subjecting every informant in a sample to the same stimuli, (Kombo and Tromp 2006). The interview method provides for qualitative and in-depth data as it presents opportunity to explain the purpose of the study. It ensured that there is clarification of views and opinions which would not be clearly tackled during the actual class room teaching observation. The reliability of the information gathered was high. The researcher gets a complete and detailed understanding of the issue from the respondents. Key Resource Teacher of English was interviewed in order to find out the use of EM in teaching and learning English.

3.7.3 Document Analysis

This is a critical examination of records containing information on the use of Eclectic method in enhancing the teaching and learning of English in primary schools. The study checked records concerning the use of Eclectic method in the teaching and learning of English. The records include; Primary English syllabus, KIE Primary English Handbook, Schemes of work, Ministry of Education Circulars, English Core Module and Lesson Plans belonging to teachers of English. These records helped establish the use of EM on teaching and learning English.

3.8 Validity and Reliability of Research Instruments

To ensure the reliability and validity of the research instruments a pilot study was carried out in the neighboring District of Keiyo. The area was used for piloting because it shares many things in common with Eldoret East District, for example, topography, climate and economic activities. Piloting eliminated ambiguous items, repeated and irrelevant items.

3.8.1 Validity

According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences, which are based on the research result, that is, the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Therefore, the questionnaire or interview schedule are said to be valid when they measure the intended parameters. The need to test the content validity of the research instruments is inevitable. This served to ascertain that the document produced became relevant to the objectives of the study.

To test the validity of the research instruments outlined above, the researcher piloted them in schools not in the sample before the main research. The researcher analyzed the pilot results to find out if the instruments are valid and if they are soliciting the information which is required from the respondents. The researcher also consulted lecturers in the Department of Curriculum Instruction and Educational Media, Moi University. The feedback from the lecturers was used to make the necessary improvements and corrections of the instruments of the study.

3.8.2 Reliability

Reliability has been described by Mugenda and Mugenda (2003) as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Kerlinger (2004) defines reliability as the accuracy or precision of a measuring instrument. This means the instruments are dependable, stable, consistent, predictable and accurate. The reliability was established through the test re-test method. The research instruments were administered to the same pilot group twice after a given interval. The Cronbach's Coefficient Alpha of 0.50 implied that the research instruments were reliable and therefore the researcher adopted the research instruments, Mugenda and Mugenda (2003). From the pilot study the Cronbach coefficient Alpha was 0.766 showing that the research instrument was reliable and the researcher proceeded to collect data.

3.9 Administration of the Research Instruments

3.9.1 Classroom Observation

The researcher observed a lesson in progress. The researcher introduced herself to the pupils and classroom teacher before sitting at the back of the class. The researcher observed the interaction between the teacher and the learners and recorded the EM used in the teaching and learning of English. The researcher used an observation checklist with a set of IMs and each time one of these methods was used or applied, it was noted in the checklist prepared for the classroom observation.

3.9.2 Interviewing

The researcher introduced herself to the teacher of English and KRT. After being given the permission to continue the researcher proceeded to interview the key informants from the sampled schools. The study employed a face to face interview with the key informants. The key informants in this study were the key resource teacher of English and teachers of English.

3.10 Data Analysis Procedures

After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings. The data collected was expected to answer questions on the role of Eclectic method in enhancing the teaching and learning of English as a second language; the perception of teachers in the use of EM and find out the problems faced by teachers in the use of EM. This included the data on teacher's use of EM in language teaching from classroom observation.

Quantitative data was analysed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics were employed to analyze quantitative data. The statistics used include frequency counts and percentages. The

results of data analysis were presented using frequency distribution tables. The inferential statistics was done by the use of t-test to compare the use of various teaching methods in teaching of English.

3.11 Ethical Considerations

Before collecting data, the researcher sought an introductory letter from the Dean, School of Education, Moi University addressed to the National Council for Science and Technology to seek permission to carry out the research. Permission from the Eldoret East District Commissioner and the District Education Officer sought before undertaking the research. Afterwards the researcher visited the selected schools to get permission from the head teachers to carry out the study in their schools. The nature and the purpose of the research was explained to the respondents by the researcher. The researcher respects the individual's right to safeguard their personal integrity. The participants were assured of anonymity and confidentiality. The respondents were allowed to withdraw from the study at any time they wished.

3.12 Summary

This chapter has focused on the research design and methodology that the study employed. The chapter has discussed the specific research design, the area of the study, the study population, the target population, sampling procedures, data collection procedures and instruments, ethical considerations and data analysis procedures. The next chapter focuses on data analysis and presentation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The data was collected through interview schedule of which the resulting data was analyzed through descriptive statistics (frequencies, percentages and mean scores). The data was presented in Tables. This chapter presents the data analysis on the use of Eclectic method in teaching and learning of English in primary schools in Eldoret East District.

4.2 The role of the eclectic method in teaching and learning English.

The first objective of the study sought to establish the role of the eclectic method in teaching and learning English. The objective was answered with respect to the methods used in teaching of English, instructional methods used to teach learners, combination of a variety of teaching methods, identifying the considerations before choosing a teaching method and the nature of the class. Finally, the advantages of using various methods in teaching English was given.

4.2.1 Methods used in the Teaching of English.

The methods that should be used in teaching English were varied according to the key resource teachers as summarized in Table 4.1. Majority 23 (59%) of the KRT identified that discussion method of instruction should be used, with 21 (53.8%) identified the use of question and answer method of instruction and 19 (48.7%) of the Key resource teachers identified the use of explanation with illustration in teaching English in primary schools.

The KRT further identified other methods of instruction that are used to include use of group work, demonstrations, problem solving, role play, simulation and games, eclectic, look and say and oral work.

Table 4.1 The methods used in the teaching of English.

Methods used in the teaching of English	Used		Not Used	
	Frequency	Percent	Frequency	Percent
Explanation	19	48.7	20	51.3
Discussion	23	59.0	16	41.0
Group work	10	25.6	29	74.4
Demonstration	7	17.9	32	82.1
Problem solving	3	7.7	36	92.3
Role play	4	10.3	35	89.7
Simulation and games	1	2.6	38	97.4
Question and answer	21	53.8	18	46.2
Eclectic	6	15.4	33	84.6
Look and say	1	2.6	38	97.4
Oral work	2	5.1	37	94.9

Source: Survey Data 2012

4.2.2 Instructional methods teachers use to teach learners.

The instructional methods teachers use to teach learners were varied according to the key resource teachers as summarized in Table 4.2. Majority 21 (53.8%) of the teachers of English identified that lecture method of instruction was used, with 25(64.1%) identified the use of discussion method of instruction and 29 (74.4%) of the teachers of English identified the use of question and answer. Explanation and demonstration were identified

to be mostly used 36 (92.3%) instructional methods by teachers and 22 (56.4%) of them identified the use of teacher-learner interaction in teaching English in primary schools. The teachers of English identified other methods of instruction that are used and include; teacher centered, use of oral work, debates, collaborative and eclectic methods. Others used group work and the dictation was not the method of instruction used in teaching English.

Table 4.2 Instructional methods teachers use to teach learners.

Instructional methods	Used		Not Used	
	Frequency	**Percent**	**Frequency**	**Percent**
Lecture method	21	53.8	18	46.2
Discussion method	25	64.1	14	35.9
Question and answer	29	74.4	10	25.6
Teacher centered	6	15.4	33	84.6
Explanation and demonstration method	36	92.3	3	7.7
Oral work	4	10.3	35	89.7
Debates, role play	1	2.6	38	97.4
Teacher learner interaction method	22	56.4	17	43.6
Group work			39	100.0
Speaking and listening			39	100.0
Collaborative teaching	7	17.9	32	82.1
Eclectic method	1	2.6	38	97.4

Source: Survey Data 2012

4.2.3 Combining a variety of teaching methods in a lesson.

Majority of teachers identified that they combine a variety of teaching methods in a lesson as summarized in Table 4.3. The reasons for combining the various teaching methods were to break monotony of one method and create interest in learning classes with pupils of different learning abilities and cater for individual difference, in order to boost their understanding and construction of sentences. The use of variety of methods in a lesson was to ensure the lesson is fully participated by learners, attract learner's attention and makes learning interesting. It is also used for smooth transition from ECDE to other classes, for more understanding since variety of teaching methods fosters better understanding. It is an activity oriented and exposes learners to language as much as possible. Few teachers said that they do not use a combination of a variety of teaching methods in a lesson because it is difficult for the pupils to understand and because it takes too much time to handle.

Table 4.3 Combining a variety of teaching methods Cross tabulation

Category	Combine a variety of teaching methods		Total
	Yes	**No**	
Private	2	3	**5**
Public	34	0	**34**
Total	**36**	**3**	**39**

Source: Survey Data 2012

The KRT identified that the use of a combination of instructional methods had significant effect on the lessons. The learners participated well in their learning since it's enjoyable and fun. The objectives were identified to be easily achieved as it motivates the pupils to

understand the subject. The combination of teaching method in a lesson enhances learning of the language and makes the class interactive and encourages creativity, enhancing attention and breaks monotony. The learner can retain more information for a long time and helps them understand the concepts well, since it arouses and maintains interest in the learners. Finally the KRT identified that the use of a combination of methods helps learners to internalize concepts in different perspectives.

Independent Samples t-test of combined variety of teaching methods

Typically, differences in one or more continuous dependent variables is based on differences in one of more categorical variables were evaluated using a t-test. The use of the methods were attributed to the nature of the data since, we had only one continuous dependent variable and only one categorical independent variable with no more than two values, the t-test was used to determine the teaching method variation in the private and public schools. An Independent Samples t-test was used when cases are randomly assigned to one of two groups. After a differential treatment had been applied to the two groups, a measurement was taken which is related to the effect of the treatment. The t-test was calculated to determine if any difference between the teaching methods in two schools was statistically significant.

The combination of a variety of teaching method had a P>.05 indicating that the variability in the two school categories was not the same as shown in Table 4.4. The public school combining of a variety of teaching method varies much more than the private schools. Put scientifically, it means that the variability in the school category in combining of a variety of teaching method is significantly different. We can conclude that

there is no statistically significant difference between school category in combining of a variety of teaching method and the differences between school category means are not likely due to chance and are probably due to the independent variable manipulation.

The combining of a variety of teaching method (p=0.001) indicating that there is a statistically significant difference between the mean number of school category for public and private. The mean for the public was greater than the private and we can conclude that public schools were able to combine a variety of teaching methods was significantly more than in private schools. From an independent-sample t-test conducted to compare combining of a variety of teaching method. There was a significant difference in the combining of a variety of teaching method (t (4) =2.45, p = 0.070). Since, the probability of error combining of a variety of teaching method during the study was < .05. Thus, it was concluded that is a significant difference in the combining of a variety of teaching methods in public and private schools.

Table 4.4 Independent Samples Test of combined variety of teaching methods

Combine a variety of teaching methods	t-test for Equality of Means					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error	Lower	Upper
	2.45	4.00	.070	.6000	.245	.08009	1.281

Source: Survey Data 2012

4.2.4 Considerations before choosing a teaching method for class

Teachers identified that they consider various factors before choosing a teaching method for their class as summarized in Table 4.5. Majority of teachers in public schools 22 (64.7%) considers the subject content 20 (58.8%), consider the ability of the pupil, with 18 (52.9%) considering attention and population of the pupils in the class and teaching theme. All the teachers in private schools consider available teaching aids and the roll of the learners before choosing a teaching method. Majority of teachers in private schools 4 (80%) consider teaching materials available before choosing a teaching method, with 3 (60%) considering the age, ability of the pupil, topic, the teaching theme, subject content and complexity of the content in correspondence to sentences. However the private school teachers do not consider the time allocated for the lesson, previous knowledge of the learners and nature of the topic when choosing a teaching method.

Table 4.5 Considerations before choosing a teaching method for class

Considerations before choosing a teaching method	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Age	16	47.1	18	52.9	3	60.0	2	40.0
The ability of the pupil	20	58.8	14	41.2	3	60.0	2	40.0
Topic	7	20.6	27	79.4	3	60.0	2	40.0
Time allocated for the lesson	7	20.6	27	79.4			5	100.0
Previous knowledge of the learners	3	8.8	31	91.2			5	100.0
Nature of the topic	4	11.8	30	88.2			5	100.0
Available teaching aids and the roll of the learners	1	2.9	33	97.1	5	100.0		
Attention and population of the pupils in the class	18	52.9	16	47.1	3	60.0	2	40.0
The size of the class			34	100.0			5	100.0
Individual differences			34	100.0			5	100.0
Teaching materials available	5	14.7	29	85.3	4	80.0	1	20.0
The theme	18	52.9	16	47.1	3	60.0	2	40.0
Subject content	22	64.7	12	35.3	3	60.0	2	40.0
The complexity of the content in correspondence to sentences	16	47.1	18	52.9	3	60.0	2	40.0

Source: Survey Data 2012

4.2.5 Nature of the class during Instruction

Teachers identified that the method of teaching makes class lively and enjoyable was varied as summarized in Table 4.6. Majority of teachers in public schools 22 (64.7%) identified 'look and say' method of teaching makes class lively and enjoyable, with 20 (58.8%) viewed explanation method of teaching makes class lively and enjoyable and 18 (52.9%) identified the use of simulation and games and eclectic method of teaching makes

class lively and enjoyable. Majority of teachers in private schools 3 (60%) identified the use of explanation, discussion, simulation and games, eclectic, look and say as well as oral method of teaching makes class lively and enjoyable.

Table 4.6 Nature of the class during Instruction

Nature of the class during Instruction	Public				Private			
	Yes		No		Yes		No	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Explanation	20	58.8	14	41.2	3	60.0	2	40.0
Discussion	7	20.6	27	79.4	3	60.0	2	40.0
Group work	7	20.6	27	79.4			5	100.0
Demonstration	3	8.8	31	91.2			5	100.0
Problem solving	4	11.8	30	88.2			5	100.0
Role play	1	2.9	33	97.1			5	100.0
Simulation and games	18	52.9	16	47.1	3	60.0		
Question and answer			34	100.0			5	100.0
Thesis method			34	100.0			5	100.0
Inquiry	5	14.7	29	85.3	1	20.0	1	20.0
Eclectic	18	52.9	16	47.1	3	60.0	2	40.0
Look and say	22	64.7	12	35.3	3	60.0	2	40.0
Oral	32	94.1	2	5.9	3	60.0	2	40.0

Source: Survey Data 2012

4.2.6 The Advantages of using varied methods in teaching English

The teachers identified advantages of using varied methods (EM) in teaching English as summarized in Table 4.7. Majority of teachers in public schools 20(58.8%) identified that the teacher can choose the method he is conversant with and It fosters a good teacher-pupil relationship and 18 (52.9%) viewed that learners become attentive as the advantages of using varied methods (EM) in teaching English Lesson. Majority of teachers in private schools 3 (60%) identified the advantages of using varied methods (EM) in teaching English Lesson were; enhancing active participation throughout the lesson as teacher can choose the method he is conversant with, makes learning lively and enjoyable, learners become attentive, it caters for individual differences, break the monotony of using one method, helps the learners to think and answer questions correctly and develops learners reasoning and responding.

Majority of teachers in public and private schools viewed the advantages of using a variety of teaching methods not to make the pupils to understand the lesson fast, learners are able to remember more, it provides pupils with opportunities to develop their own skills, lessons are made more challenging, promotes class control, widens vocabulary and the learners may use the words as they communicate with others, it fosters a good teacher-pupil relationship and because it is result oriented.

Table 4.7 Advantages of using varied methods in teaching English

Advantages of using varied methods	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Enhance active participation throughout the lesson	16	47.1	18	52.9	3	60.0	2	40.0
Teacher can choose the method he is conversant with.	20	58.8	14	41.2	3	60.0	2	40.0
Makes learning lively and enjoyable	7	20.6	27	79.4	3	60.0	2	40.0
Makes the pupils to understand the lesson fast	7	20.6	27	79.4			5	100.0
Learners are able to remember more	3	8.8	31	91.2			5	100.0
It provides pupils with opportunities to develop their own skills	4	11.8	30	88.2			5	100.0
Lessons are made more challenging	1	2.9	33	97.1			5	100.0
Learners become attentive	18	52.9	16	47.1	3	60.0	2	40.0
It caters for individual differences			34	100.0	3	60.0	2	40.0
Break the monotony of using one method			34	100.0	3	60.0	2	40.0
It helps the learners to think and answer questions correctly	5	14.7	29	85.3	3	60.0	2	40.0
Promotes class control	1	2.9	33	97.1			5	100.0
Vocabulary widens and the learners may use the words as they communicate with Others	16	47.1	18	52.9			5	100.0
It fosters a good teacher-pupil relationship.	20	58.8	14	41.2			5	100.0
Develops learners reasoning and responding	7	20.6	27	79.4	3	60.0	2	40.0
It is result oriented	7	20.6	27	79.4			5	100.0

Source: Survey Data 2012

4.2.7 Instructional Methods used in the teaching of English

The checklist results showed that eclectic method employed in the teaching of English involved various instructional methods as summarized in Table 4.8. The explanation and question and answer instructional methods were observed to be among the most common methods used in teaching and learning English in selected primary schools in Eldoret East District. The discussion, demonstration, problem solving, role play, simulation and games, thesis method, inquiry, group work instructional methods were observed to be among the methods commonly used in teaching and learning English in selected primary schools in Eldoret East District.

Table 4.8 Checklist Results on Instructional Methods used in the teaching of English

Instructional methods	N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
Explanation	40	5.00	10.00	6.7750	.23339	1.47609
Discussion (classroom talk)	40	1.00	5.00	2.5500	.13373	.84580
Demonstration	39	1.00	4.00	1.5641	.15497	.96777
Problem solving	40	1.00	3.00	1.5750	.10674	.67511
Role play	15	1.00	1.00	1.0000	.00000	.00000
Simulation and games	2	1.00	1.00	1.0000	.00000	.00000
Question and answer	40	5.00	11.00	7.8750	.26113	1.65153
Project method	38	1.00	2.00	1.0526	.03671	.22629
Inquiry	25	1.00	2.00	1.0400	.04000	.20000

Source: Survey Data 2012

From the study it was identified that all the school used explanation, discussion, problem solving and question and answer eclectic instructional methods during the teaching and

learning English in primary schools. Simulation and games were observed to be instructional methods not commonly used in teaching and learning English in primary schools. The question and answer instructional methods had the highest mean of (7.88), followed by explanation method (6.78) used during the teaching and learning English in primary schools.

Explanation teaching method occurred when the teacher used explanations to present concepts as pupils listened, teacher explained sentence pattern, languages pattern, the theme of the passage and the new words given. The teacher explained the new sentence pattern and how to construct sentences, so that pupils also understood explained areas. The teacher also explained main points to consider when writing a composition at the beginning of a lesson which ensured there was flow of the passage considering the punctuation marks used well in sentences. Discussion occurred when the pupils discussed problems as a class throughout the lesson. It was carried out in groups and desk mates as they interacted with one another on a given topic. Demonstration was used when the teacher wrote on the chalkboard when explaining and writing illustrations on the chalkboard to clarify points. The teacher pronounced the new words correctly for learners to hear and asked learners to read aloud part of the passage after the teacher demonstrated in the oral lesson.

Role play was carried out when the teacher acted out a role when explaining and the pupils were called upon to repeat the role. Role play used sounds such as a siren in a fire engine & ambulance. Pupils were appointed to act out different roles. Question and answer was actively used in class and learners were asked to answer questions. The

teachers asked and answered questions. The class was interesting because of questions used in the process of learning as the teacher used many questions to attract the attention of learners. The teacher used question and answer many times and learners participated by answering them. The teacher asked learners to define words they knew by constructing sentences using the new words.

Inquiry occurred when questions were given as tasks to be completed and teacher posed questions for pupils to work on. The teacher gave assignment to be done later after class and was used to find out how much learners knew for example pupils were asked to read other written composition in High flyer series as well as find a suitable topic or title for the passage. Group work was used when pupils were in groups and worked on questions given. The pupils discussed their work in groups and participated well. Pupils were given questions on comprehension to do in groups such as constructing sentences from a given vocabulary.

4.3 Perception of teachers and Learners towards the use of Eclectic method in English.

The second objective sought to establish the perception of teachers and learners towards the use of Eclectic method of instruction in English. The objective was answered by establishing the teacher beliefs in teaching English language, determining the frequency of using various methods of instruction, the use of various methods to achieve objectives and the teacher beliefs about teaching English language using eclectic. The influence of EM on learning in class was identified, considering the opinion of learners when choosing a teaching method and the advantages of using Eclectic method in teaching of English.

4.3.1 The teacher beliefs about teaching English language learners.

The teacher's beliefs and guiding principles about teaching English language learners were varied as summarized in Table 4.9. All the KRT believed that the guiding principles in the teaching English language lacked positive attitude, hence prefers their first language and lessons should be learner centered. Majority of the KRT 20 (51.3%) identified that the first language may interfere with learning the second language, and 19 (48.7%) did not believe that the first language may interfere with learning the second language. Majority of the KRT 29 (74.4%) identified that the English language is wide therefore a lot of work should be done and 10 (25.6%) did not believe that English language is wide. Majority of the KRT 32 (82.1%) identified that the teachers must be conversant and able to communicate well in English language and 7 (17.9%) did not believe that teachers must be conversant and able to communicate well in English language.

Majority of the KRT 36 (92.3%) identified that the learner should master skills and have positive attitude towards the subject while 3 (7.7%) did not believe that a learner should master skills and have positive attitude towards the subject. Majority of the KRT 35(89.7%) identified that teacher beliefs that English is a foreign language thus influenced by mother tongue and 4 (10.3%) did not believe that English is a foreign language thus influenced by mother tongue. Majority of the KRT 38 (97.4%) identified that learners are slow to understand English and 1 (2.6%) did not believe that learners are slow to understand English. Majority of the KRT 33 (84.6%) identified that to enable learners to read and write well and 6 (15.4%) did not believe that to enable learners to read and write well. Majority of the KRT 23 (59%) identified that the teacher do not believe the oral

communication significantly relates to writing skills in English and 16 (41%) did not believe that oral communication significantly relates to writing skills in English. Majority of the KRT 21(53.8%) identified that the teacher do not believe that English should be practically spoken and 18 (46.2%) believe that English should be practically spoken.

Table 4.9 Teacher beliefs about teaching English language learners

Teacher beliefs about teaching English	Agree		Disagree	
	Freq	**Percent**	**Freq**	**Percent**
The first language may interfere with learning the second language	20	51.3	19	48.7
Oral communication significantly relates to writing skills in English.	16	41.0	23	59.0
English language is wide therefore a lot of work should be done.	29	74.4	10	25.6
Teachers must be conversant and able to communicate well in English language	32	82.1	7	17.9
The learner to master skills and have positive attitude towards the subject.	36	92.3	3	7.7
The teacher beliefs that English is a foreign language thus influenced by mother tongue	35	89.7	4	10.3
Learners are slow to understand English	38	97.4	1	2.6
English should be practically spoken	18	46.2	21	53.8
Most learners lack a positive attitude in English hence prefers their first language	39	100.0		
Lesson be learner centered	39	100.0		
Enable learners to read and write well	33	84.6	6	15.4

Source: Survey Data 2012

4.3.2 Frequency of using the various methods of instruction

The KRT identified that the frequency of using instructional method in teaching of English Lessons in their schools was varied as summarized in Table 4.10. The frequency of using the various methods were obtained by assigning the score to the frequency of usage, with the highest score being often with three, followed by occasionally represented

by two and lastly not at all with the last score of one. The mean of the score was also computed to show the average score of the frequency. The methods of instruction that were often used include demonstration, problem solving, question and answer, explanation and group work. The methods of instruction occasionally used include role play, simulations, project method, inquiry and field trips. However, the method of instruction not at all used was the use of resource persons. From the study it showed that methods of instruction used often include demonstration, problem solving, question and answer, explanation and group work.

Table 4.10 Frequency of using the various methods of instruction

Frequency of using the various methods	**Often**		**Occasionally**		**Not at all**		**Mean**
	Freq	**Percent**	**Freq**	**Percent**	**Freq**	**Percent**	
Discussion	32	82.1	7	17.9			2.8205
Demonstration	24	61.5	15	38.5			2.6154
Problem solving	28	71.8	7	17.9	4	10.3	2.6154
Role play	12	30.8	25	64.1	2	5.1	2.2564
Simulations	8	20.5	28	71.8	3	7.7	2.1282
Question and answer	35	89.7	3	7.7	1	2.6	2.8718
Project method	4	10.3	27	69.2	8	20.5	1.8974
Inquiry	6	15.4	23	59.0	10	25.6	1.8974
Field trips	2	5.1	29	74.4	8	20.5	1.8462
Use of resource persons	1	2.6	9	23.1	29	74.4	1.2821
Explanations	35	89.7	2	5.1	2	5.1	2.8462
Group work	26	66.7	10	25.6	3	7.7	2.5897

Source: Survey Data 2012

4.3.3 Use of various teaching methods to achieve objectives

Majority of teachers identified that when they use combinations of various teaching methods they were able to achieve their objectives easily in a lesson as summarized in

Table 4.11. The objectives of learning were achieved through a combination of various teaching methods. Also breaks monotony of one method and create interest in learning classes with pupils of different learning abilities and cater for individual difference. The use of variety of methods in a lesson ensured that learners fully participated. It attracts learner's attention and makes learning interesting and fosters better understanding.

The use of a combination of various teaching methods to achieve their objectives easily in a lesson was attributed to being more practical to the learners and therefore easy to convey the message. Many pupils can score above average in a test as the participation of pupils extends to outside classroom and pupils become attentive. The use of various teaching methods builds each other for better understanding, because a good number of pupils are involved and is able to widen learner's general knowledge on use of language. Learners enjoy the lesson, as they answer questions correctly and given the way to memorize and repeat the work well. Learners interact freely within the learning environment and learning becomes enjoyable as learners deepen their understanding through observation and participation they are able to remember more from dramatic events. The failure in one method may have success in another in delivering the content because the concept is easily understood and can be measured within allocated time. Few teachers identified that they do not achieve objectives when they use a combination of various teaching methods because it is difficult for the pupils to understand. It is difficult to attend learners individually in order to cater for their interest and abilities.

Table 4.11 Cross tabulation showing achievement of objectives when using a variety of teaching methods

		Achieve objectives when using a variety of teaching methods		**Total**
		Yes	No	
Category	Private	2	3	**5**
	Public	33	1	**34**
Total		**35**	**4**	**39**

Source: Survey Data 2012

Independent Samples Test on Achievement of objectives when using a variety of teaching methods

The t-test was calculated to determine if any difference between the combinations of various teaching methods to achieve their objectives in a lesson in two schools was statistically significant. The combinations of various teaching methods to achieve their objectives had a value less than .05 indicating that the variability in the two categories is not the same. The public school combinations of various teaching methods to achieve their objectives varies much more than the private schools. Put scientifically, it means that the variability in the school category in combinations of various teaching methods to achieve their objectives is significantly different. We can conclude that there is a statistically significant difference between school category combinations of various teaching methods to achieve their objectives and the differences between school category means are not likely due to chance and are probably due to the independent variable manipulation.

The combining of a variety of teaching method (p=0.001) indicating that there is a statistically significant difference between the mean number of school category for public and private Table 4.12. The mean for the public was greater than the private and we can conclude that public schools were able to combine various teaching methods in order to achieve their objectives was significantly more than in private schools. From an independent-sample t-test conducted to compare combination of various teaching methods to achieve their objectives was a significant difference (t (4.1) =2.313, p = 0.080). Since the probability of error combination of various teaching methods to achieve their objectives during the study was <.05. Thus we conclude that there is a significant difference in the combination of various teaching methods to achieve their objectives in public and private schools.

Table 4.12 Independent Samples Test on Achievement of objectives when using a variety of teaching methods

Achieve objectives when using a variety of teaching methods	t-test for Equality of Means					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	2.3 13	4.1 16	.080	.57059	.24671	- .10683	1.2480 1

Source: Survey Data 2012

4.3.4 The use of EM in teaching English

The teachers identified the use of eclectic method in teaching English was varied as summarized in Table 4.13. All the private school teachers identified that the use of EM in

teaching English yields results and enhance understanding of the language and makes learning lively, learner centered and objective is easily achieved. Majority of teachers in private schools 4 (80%) identified that the use of EM in teaching English enhances the pupils to improve gradually in writing and speaking and caters for all the skills learned i.e. listening, reading, speaking and writing. Majority of teachers in private schools 3 (60%) identified that the use of EM in teaching English is a good method of teaching as it caters for the slow and the high achievers, although it needs thorough preparation, caters for individual differences, exposes the learner to variety of exposure to English and diversify the approaches of teaching concepts in English.

Majority of teachers in public schools 28 (82.4%) identified that the use of EM in teaching English makes learning lively, learner centered and objective is easily achieved and caters for individual differences. Majority of teachers in public schools 2 (67.6%) identified that the use of EM in teaching English is a good method of teaching as it caters for the slow and the high achievers, although it needs thorough preparation and exposes the learner to variety of exposure to English. However, 25 (73.5%) views EM yields results and enhance understanding of the language and 21 (61.8%) enhance the pupils to improve gradually in writing and speaking and diversify the approaches of teaching concepts in English.

Table 4.13 The Use of EM in teaching English

The Use of EM in teaching English	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
It enhance the pupils to improve gradually in writing and speaking	21	61.8	13	38.2	4	80.0	1	20.0
It yields results and enhance understanding of the language	25	73.5	9	26.5	5	100.0		
It caters for all the skills learned i.e. listening, reading, speaking and writing	23	67.6	11	32.4	4	80.0	1	20.0
Is a good method of teaching as it caters for the slow and the high achievers, although it needs thorough preparation	26	76.5	8	23.5	3	60.0	2	40.0
It makes learning lively, learner centered and objective is easily achieved	28	82.4	6	17.6	5	100.0		
It caters for individual differences	28	82.4	6	17.6	3	60.0	2	40.0
It exposes the learner to variety of exposure to English	26	76.5	8	23.5	3	60.0	2	40.0
It diversifies the approaches of teaching concepts in English.	21	61.8	13	38.2	3	60.0	2	40.0

Source: Survey Data 2012

The role of EM in teaching of English was varied during the study as it makes teaching

fun, innovative and enjoyable and makes learning objectives easily achieved. The learners

participate in the lesson and bring out capabilities of learners and cater for individual

needs. The listening, reading, speaking, and writing skills in English are fully realized to enhance the learning of English by arousing and maintaining learners interest. The EM makes the teaching real and practical. EM facilitates retention and builds confidence and good leadership qualities in learners and learners are exposed to larger areas of learning hence teaching objectives are easily achieved.

4.3.5 Influence of EM on learning in class.

From the study it showed that the KRT identified that they use EM in teaching of English lessons in their schools. The influence of Eclectic method on learning English in class was varied amongst the KRT, since they make the learners alert, develop listening skills and become active in class and participate in class activities. The EM was also identified to influence the learner's concentration and interests that will allow class discussion. The EM reinforces facts when it is properly used in class as the learners develop memory language and confidence. Eclectic method explore the use of sensory that makes learning meaningful by reinforcing the conceptualization of concepts and learning becomes real and pupils perform better. The EM motivates learners through participation to acquire the skills through asking of questions for easy achievement of objectives of the study.

The KRT identified that the effect of using EM on the teaching and learning of English was varied during the study. The use of EM enabled the teachers achieve the objectives of learning easily as learners understand the concepts easily and acquire knowledge as learning becomes fun and innovative. The use of EM enhances effective learning of English as more knowledge/ information are retained for a long time that enables learners

to speak fluently and perform better grammatically. The use of EM in teaching of English breaks boredom and creates room for acquiring more concepts.

4.3.6 Taking into consideration the opinion of learners when deciding on a teaching method

From the study findings it showed that majority of the teachers takes into consideration the opinion of learners when deciding on a teaching method as shown in Table 4.14.The teachers who take into consideration the opinion of learners when deciding on a teaching method was more in public school than in private schools. The teacher who takes into consideration the opinion of learners when deciding on a teaching method identified that they are given room to evaluate the teaching method that suites the pupils and achieve the objectives of the study easily.

Table 4.14 Cross tabulation on Consideration of learners opinion

		Take into consideration learners opinion		
		Yes	No	**Total**
Category	Private	3	2	**5**
	Public	20	14	**34**
Total		**23**	**16**	**39**

Source: Survey Data 2012

The KRT identified that the consideration put in mind when choosing a teaching method included the level, ability and interest of the learners. The age of the learners and kind of concept to teach was also considered during the study. The KRT identified that they considered the time allocated for the lesson, teaching aids available and its effectiveness

when choosing the teaching method. The entry behavior of learners, size of the class, the catchments area and resources available was also considered during the selection of teaching method. The mental and emotional capabilities of the learners were also a factor when choosing the teaching method.

T-test on considerations put in mind when choosing a teaching method

The t-test was calculated to determine if any difference between considering learners when deciding on a teaching method in two schools was statistically significant. Taking into considerations the opinion of learner deciding on a teaching method had a value greater than .05 indicating that the variability in the two categories is about the same as shown in Table 4.15. The public school takes into considerations the opinion of learner when deciding on a teaching method does not vary much more than the private schools. The variability in the school category taking into considerations the opinion of learners deciding on a teaching method is significantly different. There was no statistically significant difference between taking into considerations the opinion of learners deciding on a teaching method and the differences between school categories are likely due to chance and not likely due to the independent variable manipulation. The taking into considerations the opinion of learner when deciding on a teaching method (p=0.961) indicating that there is no statistically significant difference between the mean number of school category for public and private.

From an independent-sample t-test conducted to compare taking into considerations the opinion of learner deciding on a teaching method was not significant different (t (37) =-.045, p = .966). Since the probability of error taking into considerations the opinion of

learner deciding on a teaching method during the study was <.05, then we conclude that there is a significant difference in the taking into considerations the opinion of learners when deciding on a teaching method in public and private schools.

Table 4.15 Independent Samples Test in taking into consideration the opinion of learners when deciding on a teaching method

Taking into consideration the opinion of learners	t-test for Equality of Means					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	-.049	37	.961	-.01176	.24187	-.50184	.47831

Source: Survey Data 2012

4.3.7 Advantages of using Eclectic Method of teaching English

The advantages of using eclectic method of teaching English was varied with the school as summarized in Table 4.16.

All the teachers in private school identified that the advantage of EM was that objectives are easily attained. Majority of private school teachers 4 (80%) identified that EM increase the achievement of teaching English and stimulate language development and aid in knowledge retention, however 3 (60%) identified that EM was easy to understand and makes the lesson lively, raises the mean scores, builds various skills in reading and speaking English, topics taught will be learner centered and high retention of content achieved. Majority of public school teachers 32 (94.1%) identified that EM builds various

skills in reading and speaking English, with 31 (91.2%) attained objectives easily, 29(85.3%) stimulate language development and aid in knowledge retention, 26 (76.5%) builds a good relationship between teachers and pupils and 25 (73.5%) increases the achievement of teaching English.

Table 4.16 Advantages of using Eclectic Method of teaching English

Advantages of using Eclectic Method	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Easy to understand and makes the lesson lively	18	52.9	16	47.1	3	60.0	2	40.0
Raises the mean score	16	47.1	18	52.9	3	60.0	2	40.0
Increases the achievement of teaching English	25	73.5	9	26.5	4	80.0	1	20.0
Builds a good relationship between teachers and pupils	26	76.5	8	23.5	4	80.0	1	20.0
Objectives are easily attained	31	91.2	3	8.8	5	100.0		
It stimulate language development and aid in knowledge retention	29	85.3	5	14.7	4	80.0	1	20.0
Builds various skills in reading and speaking English	32	94.1	2	5.9	3	60.0	2	40.0
Topics taught will be learner centered	17	50.0	17	50.0	3	60.0	2	40.0
High retention of content	19	55.9	15	44.1	3	60.0	2	40.0

Source: Survey Data 2012

4.4 The Challenges faced by teachers and learners when using Eclectic Method

The third objective of the study was to establish the Challenges faced by teachers and learners when using Eclectic Method. This was answered by identifying the teacher preparation, challenges encountered and solutions in teaching English as second language.

4.4.1 Challenges Encountered in teaching English as a second language

The teachers identified the challenges encountered in teaching English as a second language to be varied as summarized in Table 4.17. All the public school teachers identified that the lack of early language stimulation leads to learners feeling withdrawn and lack of adequate teaching materials as challenges encountered in teaching English as a second language. Majority of public school teachers 33 (97.1%) identified lack of encouragement by other teachers in the use of the language and sentences reading and construction as challenges encountered in teaching English as second language.

Majority of public school teachers 31 (91.2%) identified direct translation from mother tongue, 30 (88.2%) negative attitude in English language, 29 (85.3%) language of the catchment area was a barrier and also the vocabulary learnt sometimes were hard words for the learners and 27 (79.4%) lack of enough reading/learning materials and the notion that English is hard among rural learners as challenges encountered in teaching and learning English as second language. All the private school teachers identified that pronunciation may be interfered with mother tongue, Special needs e.g. stammering as this causes problem of speech, co-ordination of Eye hand movement and lack of enough reading/learning materials as challenges encountered in teaching English as second

language. The direct translation from mother tongue, negative attitude in English language by teachers and the lack of encouragement by other pupils in the use of the language as challenges not encountered in teaching English as second language.

Table 4.17 Challenges encountered in teaching English as a second language

Challenges encountered in teaching English	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Direct translation from mother tongue	31	91.2	3	8.8			5	100.0
Negative attitude in English language	30	88.2	4	11.8			5	100.0
Lack of encouragement by other teachers in the use of the language	33	97.1	1	2.9			5	100.0
Pronunciation may be interfered with mother tongue	16	47.1	18	52.9	5	100.0		
Lack of early language stimulation leads to learners feeling withdrawn	34	100.0			2	40.0	3	60.0
Lack of adequate teaching materials	34	100.0			2	40.0	3	60.0
Language of the catchments area is a barrier and also the vocabulary learnt sometimes are hard words for the learners	29	85.3	5	14.7	2	40.0	3	60.0
Complex and long sentences influence reading	33	97.1	1	2.9	2	40.0	3	60.0
Special needs e.g. stammering as this causes problem of speech, Co-ordination of Eye –hand movement	18	52.9	16	47.1	5	100.0		
Lack of enough reading/learning materials	27	79.4	7	20.6	5	100.0		
The notion that English is hard among rural learners	27	79.4	7	20.6	2	40.0	3	60.0

Source: Survey Data 2012

The KRT identified that the teaching of English using EM instructional method faced numerous challenges in schools. The lack of materials, such as text books affected the use of EM in teaching of English. The EM instruction method was identified to be time consuming, due to wide syllabus, heavy work load, and large class size leading to objectives of the lesson not being easily achieved. The use of EM of instruction is affected by mother tongue interference making reading and pronunciation to become difficult due to psychological state of learners.

4.4.1.1 English Teacher Preparation

The interview carried out on Key Resource Teacher (KRT) identified that the preparation given to teachers to handle English was varied. They prepared them to be conversant with the syllabus and subject content before teaching English. The teachers were also taught the content of English subject and to be able to communicate fluently in English. The preparation ensured that they have necessary skills for teaching English. The teachers also learned how to prepare detailed schemes of work and lesson plan and identified teaching aids. The preparation enabled the teacher to learn the methodology of teaching English with respect to the curriculum. The KRT identified various challenges English teachers face during their preparation. The KRT identified that the teaching of English was hectic due to extensive curriculum involved. The English teacher preparation was time consuming due to wide area of instruction. English teachers had to prepare adequately especially during the oral lessons and also review the previous lesson and identified that there was lack of books and materials.

4.4.2 Disadvantages of using Eclectic Method of teaching English

The disadvantages of using eclectic method of teaching English was varied with the school as summarized in Table 4.18. Majority of teachers 27 (79.4%) in public schools and all the teachers in private school identified that the use of EM needs more materials and resources and some methods do not match with the ability of the learners. Majority of the teachers 4 (80%) in private school identified that the use of EM makes slow learners to be left behind, with 18 (52.9%) identified the method to be difficult to achieve the objectives.

Table 4.18 Disadvantages of using Eclectic Method of teaching English

Disadvantages of using Eclectic Method	Public				Private			
	Yes		No		Yes		No	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
It is time consuming	16	47.1	18	52.9	2	40.0	3	60.0
Not applicable to all topics	12	35.3	22	64.7	2	40.0	3	60.0
Discourage learners in learning	1	2.9	33	97.1	2	40.0	3	60.0
It is difficult to achieve the objectives	18	52.9	16	47.1	2	40.0	3	60.0
Slow learners are left behind	14	41.2	20	58.8	4	80.0	1	20.0
Needs more materials and resources	27	79.4	7	20.6	5	100.0		
Some methods may not match with the ability of the learners	27	79.4	7	20.6	4	80.0	1	20.0

Source: Survey Data 2012

From the study findings the disadvantages of using a variety of methods (EM) when teaching English by teachers was found to be time consuming as the intended message

may be distorted in the process and might confuse the pupils. The use of variety of methods was costly in terms of preparation to the teacher and required a lot of teaching materials. Not all teachers were able to control the class and made some learners lose self esteem and self confidence. Some methods are teacher centered and learners with disabilities like deaf or blind may not learn as less content is covered.

4.4.3 Solutions to challenges encountered in teaching English as second language

The teachers identified various solutions to challenges encountered in teaching English as second language as summarized in Table 4.19. All the Private school teachers identified that the solution to challenges encountered in teaching English as second language were to have high self- esteem, using varieties of methods and materials, more time allocation to English lesson, extensive reading and more practices, having speeches or drama which are simple and frequent spelling competition amongst learners. However all the public school teachers identified that having role models and also exposure to meaningful literacy activities, encouraging learners to develop positive attitudes towards the subject, as the solutions to challenges encountered in teaching English as second language.

Majority of public school teachers identified that the solutions to challenges encountered in teaching English as second language, include 31 (97.1%) creating more time allocation to English lesson and encouraging learners to participate in debate club, 27 (79.4%) by providing with more story books and encouraging learners to read widely, with 88.2% using varieties of methods and materials, 94.1% had speeches or drama which are simple and 85.3% rewarding those who do well. The Key Resource Teacher identified numerous

solutions to the challenges of using EM instructional method in teaching of English
Lessons in their schools.

Table 4.19 Solutions to challenges encountered in teaching English as second language

Solutions to challenges	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Proper training of English from early learning	18	52.9	16	47.1	2	40.0	3	60.0
Positive attitude should be instilled by teachers	14	41.2	20	58.8	2	40.0	3	60.0
By providing with more story books	27	79.4	7	20.6	2	40.0	3	60.0
Encourage learners to read widely	27	79.4	7	20.6	2	40.0	3	60.0
Have high self esteem	31	91.2	3	8.8	5	100.0		
Using varieties of methods and materials	30	88.2	4	11.8	5	100.0		
More time allocation to English lesson	33	97.1	1	2.9	5	100.0		
Extensive reading and more practices	16	47.1	18	52.9	5	100.0		
Being role model and also exposure to meaningful literacy activities	34	100.0			2	40.0	3	60.0
Encourage learners to develop positive attitudes towards the subject	34	100.0			2	40.0	3	60.0
By rewarding those who do well	29	85.3	5	14.7	3	60.0	2	40.0
Being encouraged to participate in debate club	33	97.1	1	2.9	3	60.0	2	40.0
Have speeches or drama which are simple	32	94.1	2	5.9	5	100.0		
Have frequent spelling competition amongst learners	18	52.9	16	47.1	5	100.0		

Source: Survey Data 2012

The school should buy enough teaching and learning materials as well as use of locally available resources and improvise some of them. The teachers of English should plan lessons well by considering time available and prepare adequately to teach considering learners ability when using EM of instruction. The school should look for support from donors or other well wishers to get money for purchase of instructional materials.

4.4.3.1 Involvement of learners in the teaching/learning process

The teachers identified various ways of involvement of learners in the teaching/learning process as summarized in Table 4.20. All the public primary school teachers identified that they involve the learners in the teaching/learning process by carrying out activities in their groups and through demonstrations and dramatization, which is not carried out in private schools. Majority of private school teachers 4 (80%) identified that they involve the learners in the teaching/learning process by discussing and reading, providing tongue twisters, reciting poems, debating, giving them oral questions and sharing information, however 3 (60%) involve by asking and answering questions. Majority of public school teachers 33 (97.1%) identified that they involve the learners in the teaching/learning process by providing tongue twisters, 29 (85.3%) discussing and reading, 32 (94.1%) reciting poems and 27 (79.4%) sharing information.

Table 4.20 Involvement of learners in the teaching/learning process

Involvement of learners	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
By asking and answering questions	16	47.1	18	52.9	3	60.0	2	40.0
By carrying out activities in their groups	34	100.0					5	100.0
Through demonstrations and dramatization	34	100.0					5	100.0
Discussions and reading	29	85.3	5	14.7	4	80.0	1	20.0
Provide tongue twisters	33	97.1	1	2.9	4	80.0	1	20.0
Reciting poems	32	94.1	2	5.9	4	80.0	1	20.0
Debating	18	52.9	16	47.1	4	80.0	1	20.0
Giving them oral questions	14	41.2	20	58.8	4	80.0	1	20.0
Sharing information	27	79.4	7	20.6	4	80.0	1	20.0

Source: Survey Data 2012

4.5 Discussion of Findings

The discussion of the study was done with respect to the related studies in chapter two, theoretical framework and with respect to the study objectives. The result from the study shows that many factors influence the development of a second language which concurs with Krashen (1988). These include age at first arrival, first language proficiency and type of instruction including contextualized instructional situations and opportunities to use language. Pupils must be exposed to rich learning environments with regular opportunities to practice language and literacy skills in the new language. The findings showed that teachers involve learners in the teaching and learning process by allowing pupils to participate in demonstration and dramatizations, discussions and reading, providing tongue twisters, reciting poems, debates and answering oral questions. The study also

showed that teachers use a variety of methods which include: explanation, discussion, question and answer, group work and role play. Nacino (1992) observed that it was necessary for teachers to use different methods of teaching to suit varying situations. From the findings, teachers take into consideration the opinion of learners when deciding on a teaching method. The study showed that teachers consider; level, ability and interest of learners; age of learners, entry behavior' time available and concepts to teach. They also consider subject content, class size and availability of teaching and learning aids.

Teachers in the study prepared well before teaching English as a second language on preparation for teaching English, it was found out that skills necessary for teaching the subject content before learning the methodology. This was in line with Colin (1990) who says that all teachers will be expected to be 'extended professionals' confident and articulate about their aims possessing a varied repertoire of professional skills and accountable for their pupils achievements. Teachers therefore need to be conversant and able to communicate well in English. They should also have a positive attitude towards the subject as it is a foreign language. The study revealed challenges faced by teachers of English. Some of which include: direct translation from mother tongue; negative attitude of English by both teachers and pupils; lack of early language stimulations and presence of special needs children for example stammering which causes problem of speech, co-ordination of eye- hand movement which may slow down development of English as a second language. The study relates to the findings of Wamakonjio (1986), which found out that a child's language acquisition development and use of English was often left

entirely to the often overworked English language teacher which is a challenge. The duty of developing those concepts should be the concern of all the teachers in school.

According to Blumberg (2008) learner-centered methods emphasize a variety of different types of methods that shifts the role of the instruction from givers of information to facilitating student learning. The study on the role of eclectic method found out that using various methods helped to achieve objectives easily as pupils participate fully in the lesson and are attentive, it breaks monotony of using one method it fosters better understanding and failure in one method may have success in another when delivering the content using a variety of methods of teaching makes the class lively and enjoyable.

The findings from the study on the role of the Eclectic method showed that EM influences learning in class. EM makes learners to be alert, develop listening skills and become active in class. It also influences learner's concentration and interests that will allow class discussion. These findings confirms Krashens (1988) input hypothesis which asserts that the best methods of second language teaching and learning are those that supply comprehensive input in low anxiety situation, containing messages that learners really want to learn. These methods allow learners to produce when they are ready recognizing that improvement comes from supplying communicative and comprehensive input and not forcing and correcting production.

The findings showed that EM explored the use of sensory that makes learning meaningful by reinforcing the conceptualization of concepts which makes learning real and meaningful to pupils. The findings showed that EM has many advantages. Firstly learners

are able to improve gradually in writing and speaking. Secondly, it caters for skills learnt that is listening, speaking, reading and writing. Thirdly the method caters for slow and high achievers as it caters for individual differences including those with special needs. The method also enhances active participation throughout the lesson and fosters good teacher-pupil relationship. The findings confirms the study carried out by Syomwene (2009) on teacher competencies in teaching of English oral communication skills which found out that majority of the pupils are dependent on classroom instruction if they are to speak English correctly.

4.6 Summary

This chapter focused on the data presentation, analysis, interpretation and discussion of findings on the use of eclectic method in teaching and learning of English in primary schools in Eldoret East District. The next chapter presented the conclusion and recommendations of the study basing on the findings derived from the study objectives.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the conclusions of the study based on the findings summarized in chapter four and the recommendations that are derived herein conclusions. The procedure for treating the recommendations was first to the present relevant objectives, re-established findings, conclusion and recommendation for each of the objective. Lastly, there will be the summary of the chapter that will involve the main conclusions and recommendations for further study.

5.2 Summary of Findings

The summary of the findings were summarized according to research objectives.

5.2.1 The role of the eclectic method in teaching and learning English

Majority of teachers in public schools 20 (58.8%) identified that the teacher can choose the method he/she is conversant with and It fosters a good teacher- pupil relationship and 18 (52.9%) viewed that the learners became attentive as the advantages of using varied methods (EM) in teaching English Lesson. Majority of teachers in private schools 3 (60%) identified the advantages of using varied methods (EM) in teaching English Lesson were; enhancing active participation throughout the lesson as teacher can choose the method he/she is conversant with, makes learning lively and enjoyable, learners become attentive, it caters for individual differences, break the monotony of using one method, helped the

learners to think and answer questions correctly and developed learners reasoning and responding.

Majority of teachers in public and private schools viewed the advantages of using a variety of teaching methods made the pupils to understand the lesson fast as learners are able to remember more. It provided pupils with opportunities to develop their own skills as the lessons are made more challenging, promoted class control, vocabulary widens and the learners may use the words as they communicate with Others. It fosters a good teacher-pupil relationship and was result oriented. All the private school teachers identified that the use of EM in teaching English yielded results and enhanced understanding of the language and made learning lively, learner-centered and objectives were easily achieved. Majority of teachers in private schools 4 (80%) identified that the use of EM in teaching English enhanced the pupils to improve gradually in writing and speaking and caters for all the skills learned i.e. listening, reading, speaking and writing.

Majority of teachers in private schools 3 (60%) identified that the use of EM in teaching English was a good method of teaching as it caters for the slow and the high achievers, although it needed thorough preparation, catered for individual differences, exposes the learner to variety of exposure to English and diversify the approaches of teaching concepts in English. Majority of teachers in public schools 28 (82.4) identified that the use of EM in teaching English makes learning lively, learner centered and objective is easily achieved and caters for individual differences. Majority of teachers in public schools 2 (67.6%) identified that the use of EM in teaching English is a good method of

teaching as it caters for the slow and the high achievers, although it needs thorough preparation and exposes the learner to variety of exposure to English. However, 25 (73.5%) views EM yields results and enhance understanding of the language and 21 (61.8%) enhance the pupils to improve gradually in writing and speaking and diversify the approaches of teaching concepts in English.

The role of EM in teaching of English was varied during the study as it made teaching fun, innovative and enjoyable and makes learning objectives easily achieved. The learners participated in the lesson that brought out capabilities of learners and caters for individual needs. The listening, reading, speaking, and writing skills in English are fully realized to enhance the learning of English by arousing and maintaining learners interest. The EM makes teaching real and practical. EM facilitates retention and builds confidence and good leadership qualities in learners and learners are exposed to larger areas of teaching hence teaching objectives are easily achieved.

5.2.2 The perception of teachers and learners in the use of eclectic method

Majority of teachers in public schools 22 (64.7%) identified 'look and say' method of teaching made class lively and enjoyable, with 20 (58.8%) viewed explanation method of teaching made class lively and enjoyable and 18 (52.9%) identified the use of 'simulation and games' and 'eclectic method' of teaching makes class lively and enjoyable. Majority of teachers in private schools 3 (60%) identified the use of explanation, discussion, simulation and games, eclectic, 'look and say' as well as oral method of teaching makes class lively and enjoyable.

The reasons for combining the various teaching methods were to break monotony of one method and create interest in learning classes with pupils of different learning abilities and cater for individual difference, in order to boost their understanding and construction of sentences. The use of variety of methods in a lesson was to ensure the lessons were fully participated by learners, attract learner's attention and made learning interesting. It was also used for smooth transition from ECDE to other classes, for more understanding since variety of teaching methods fosters better understanding. It is an activity oriented and exposes learners to language as much as possible.

The combination of teaching methods in a lesson enhances learning of the language and makes the class interactive and encourages creativity, enhancing attention and breaks monotony. The learner can retain more information for a long time and helps them understand the concepts well, since it arouses and maintains interest in the learners. The considerations that both teachers in public and private schools do not use include the size of the class and individual differences when choosing a teaching method. However the private school teachers do not consider the time allocated for the lesson, previous knowledge of the learners and nature of the topic when choosing a teaching method.

5.2.3 The challenges faced by teachers of English in using the eclectic method in the classroom.

All the public school teachers identified that the lack of early language stimulation leads to learners feeling withdrawn and lack of adequate teaching materials as challenges encountered in teaching English as second language. Majority of public school teachers 33 (97.1%) identified lack of encouragement by other teachers in the use of the language

and sentences reading and construction as challenges encountered in teaching English as second language. Majority of public school teachers 31 (91.2%) identified direct translation from mother tongue, 30 (88.2%) negative attitude in English language, 29 (85.3%) language of the catchments area is a barrier and also the vocabulary learnt sometimes are hard words for the learners and 27(79.4%) lack of enough reading/learning materials and the notion that English is hard among rural learners as challenges encountered in teaching English as second language.

All the private school teachers identified pronunciation may be interfered with mother tongue, special needs such as stammering as this causes problem of speech, co-ordination of Eye hand movement and lack of enough reading/learning materials as challenges encountered in teaching English as a second language. However they identified that direct translation from mother tongue, negative attitude in English language and the lack of encouragement by other teachers in the use of the language as challenges not encountered in teaching English as second language. All the Private school teachers identified that the solution to challenges encountered in teaching English as second language were to have high self-esteem, using varieties of methods and materials, more time allocation to English lessons, extensive reading and more practices, having speeches or drama which are simple and frequent, spelling competition amongst learners. However all the public school teachers identified that having a role model and also exposure to meaningful literacy activities encourage learners to develop positive attitudes towards the subject.

5.3 Conclusion

From the summary of findings presented above the study draws the following conclusion. The role of EM in teaching of English was important as it makes teaching innovative and enjoyable and learning objectives easily achieved. The learner participated in a lesson and brought capabilities and caters for individual needs. The EM made the teaching of English to be practical as it facilitates retention and builds confidence in learners.

Private school teachers identified that EM increase the achievement of teaching English and stimulate language development and aid in knowledge retention. The EM was easy to understand and makes the lesson lively, raises the mean scores, builds various skills in reading and speaking English, topics taught will be learner-centered and high retention of content achieved. Public school teachers identified that EM builds various skills in reading and speaking English as it helps in attaining objectives. It also builds a good relationship between teachers and pupils in teaching English.

The use of Eclectic method on the teaching and learning of English was varied during the study. The use of EM enabled the teachers achieve the objectives of learning easily as learners understand the concepts easily and acquire knowledge as learning becomes fun and innovative. The use of EM enhances effective learning of English as more knowledge/ information is retained for a long time that enables learners to speak fluently and perform better grammatically. The use of EM in teaching of English breaks boredom and creates room for acquiring more concepts

The teaching of English using EM instructional method faced numerous challenges in schools. The lack of materials, such as text books affected the use of EM in teaching of English. The EM instruction method was identified to be time consuming, due to wide syllabus, heavy work load, and large class size leading to objectives of the lesson not being easily achieved. The use of EM of instruction is affected by mother tongue interference making reading and pronunciation to become difficult due to psychological state of learners.

5.4 Recommendations

Based on the study the following recommendations were made:

5.4.1 Quality assurance MOE

There is need to employ more teachers of English to reduce the work load. This is because the eclectic method was found out to be time consuming due to wide syllabus and heavy work load faced by teachers of English. There is a need for language teachers to be taken for in-service training courses regularly in order to improve the teacher's method of instruction in class. This confirms what Barasa (2005) says "language teachers training has to be life long by way of workshops, in-service courses and extension courses provided by universities.

5.4.2 Teachers of English

Based on the study, teachers of English have a central role to play in the teaching of English which calls for the teacher to have the necessary competencies in the teaching of English. Teachers will be expected to be 'extended professionals' confident and articulate

about their aims possessing a varied repertoire of professional skills and accountable for their pupils achievements. Teachers need to have a positive attitude towards teaching English as a second language. Teachers ought to use different approaches in the planning of the whole process of learning and teaching of English. Teachers should acquire knowledge about the subject content and teaching skills so as to be competent when teaching English.

5.5 Suggestions for Further Research

The following are the areas that need further research:

- A study to establish the extent of preparedness of trainees in the Primary Teacher Training Colleges in using EM of teaching.
- A comparative study between the uses of EM on learner's from rural and urban areas to ascertain their level of language acquisition.

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APPENDICES

APPENDIX 1:

Letter of Introduction to the Head Teacher

P.O BOX 1766,

ELDORET.

DATE:_____

THE HEADTEACHER,

P.O BOX

ELDORET

Dear Sir/Madam,

<u>RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL</u>

I am a student at Moi University pursuing a master's degree in education. As part of my course, I am expected to carry out research on the use of the Eclectic method in enhancing the teaching and learning of English in primary schools. I promise to abide by your rules and treat the information sourced with confidentiality.

 Attached find copies of my abstract, questionnaires and a letter from the University.

Thank you for your cooperation

Yours faithfully,

Abigael J. Kattam

Reg No.: EDU/PG/EDH/1013/09

APPENDIX II:

Request for Participation of Respondents

KATTAM ABIGAEL .J.
MOI UNIVERSITY,
DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATION MEDIA
P.O BOX 3900,
ELDORET.

Dear Sir/Madam,

I am currently a master of Philosophy Student at Moi University conducting a research on the topic: **The Use of Eclectic Method in the Teaching and Learning of English in Primary Schools. A case of selected schools in Eldoret East District, Kenya.**

To enable me succeed in this study, you are kindly requested to allow your class to be observed.

All the information collected /given will be treated as confidential and shall only be considered as an academic exercise. You need not write your name anywhere in the paper.
Please add any information you feel ought to be included

Thank You,
Yours faithfully,

Abigael .J. Kattam
M.Phil Student
Moi University.

APPENDIX III:

Interview Schedule for Teachers of English

1.Category of school (Tick where applicable)

   i) Private school   [   ]

   ii) Public School   [   ]

2. Which method do you use when teaching English? _____

   i) Why choose the method _____

3. Do you combine a variety of teaching methods in a lesson _____

Give reasons for your answer

_____

4. What do you consider before choosing a teaching method for your class

_____

_____

5. Which method of teaching makes your class lively and enjoyable

_____

6. When you use a combination of various teaching methods do you achieve your

objectives easily _____

Give reasons for your answer

_____

_____

7. What do you consider to be the advantages of using varied methods (EM) in

   teaching of an English Lesson?

_____

_____

8. What are the disadvantages of using a variety of methods (EM) when teaching

  English?

   _____

   _____

  9. What challenges do you encounter when teaching English as a second language?

_____

_____

10. How can these challenges be solved according to you

_____

_____

11. Do you take into consideration the opinions of your learners when deciding on a

teaching method?

_____

_____

12. How do you involve your learners in the teaching /learning process?

_____

_____

13. What do you consider to be advantages of using EM

_____

_____

14. What are the disadvantages of using EM

_____

_____

15. In your opinion how can the performance of English be improved

_____

_____

16. Comment on the use of EM in teaching English

_____

_____

APPENDIX IV:

Interview Schedule for KRT

1. Category of your school

   Public   [   ]

   Private   [   ]

2. Comment on the preparation given to a teacher to handle English

   _____

   _____

3. What are the methods that should be used in the teaching of English

   _____

   _____

4. What are the teacher beliefs and guiding principles about teaching English

   language learners?

   _____

   _____

5. What instructional methods do teachers use to teach learners

   _____

6. Comment on the use of a combination of teaching methods in a lesson

   _____

   _____

7. How does EM influence learning in class

   _____

   _____

8. Do teachers use EM when teaching English Lesson

   _____

9. Comment on the role of EM in teaching English

   _____

   _____

10. What considerations do you put in mind when choosing a teaching method

   _____

_____

11. What is the effect of using EM on the teaching and learning of English

_____

_____

12. I encounter the following challenges when using instructional methods

_____

_____

13. The challenges mentioned above could be solved by

_____

_____

14. Indicate with a tick (✓) how often you use these methods

Method	Often	Occasionally	Not at all
i). Discussion			
ii) Demonstration			
iii)Problem solving			
iv) Role Play			
v) Simulation/games			
vi) Question and answer			
vii) Project method			
viii) Inquiry			
ix) Field trips			
x) Use of resource persons			
xi) Explanation			
xii) Group Work			

Which other methods would you recommend to be used by teachers of English

_____

Thank You

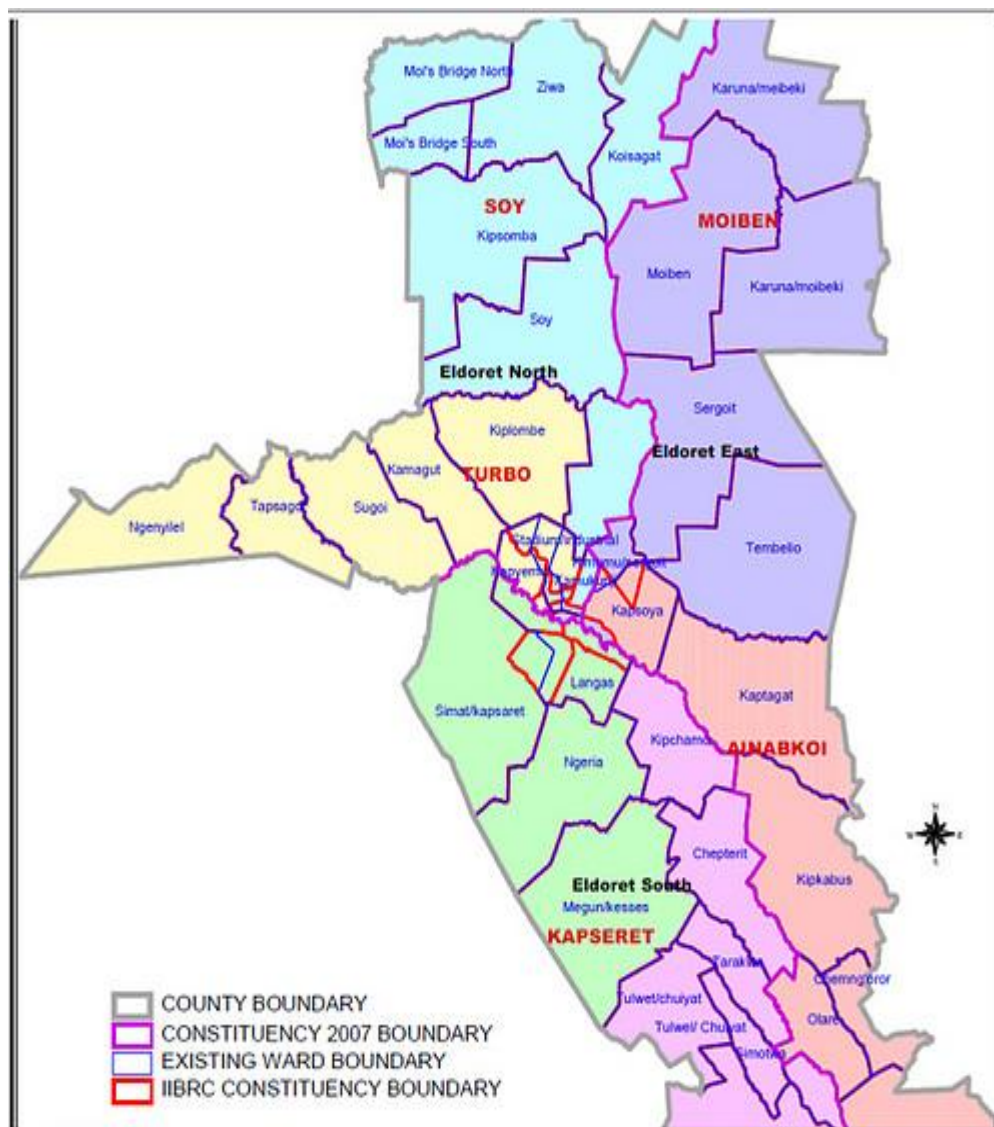**APPENDIX V:**

Observation Checklist

School ……………………………….Class……………………………

The following are methods involving the use of Eclectic Method in Teaching and learning English. Please identified how they are used in the schools.

Method	Used	Not used	Comment
i). Discussion			
ii) Demonstration			
iii)Problem solving			
iv) Role Play			
v) Simulation/games			
vi) Question and answer			
vii) Project method			
viii) Inquiry			
ix) Field trips			
x) Use of resource persons			
xi) Explanation			
xii) Group Work			

APPENDIX VI:

Map of the Study Area

APPENDIX VII: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS-011/1063**

Date:
10th August 2011

Abigael Jebiwot Kattam
Moi University
P.O BOX 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The use of the ecletic method in the teaching and learning and learning of English in primary schools: A case of selected schools in Eldoret East, Kenya"* I am pleased to inform you that you have been authorized to undertake research **in Eldoret East District, Kenya** for a period ending *30th December 2011*

You are advised to report to **the District Commissioner and the District Educational Officer Eldoret East District** before embarking on the research project.

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

P.N. NYAKUNDI
FOR SECRETARY/CEO

Copy to:

The District Commissioner
Eldoret East District

APPENDIX VIII: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs/Miss/Institution
Abigael Jebiwot Kattam
of (Address)Moi University
P.O. Box 3900, Eldoret
has been permitted to conduct research in

Location
Eldoret East — District
Rift Valley — Province

on the topic: The use f the eclectic method in the teaching and learning of English in primary schools: A case of selected schools in Eldoret East District,Kenya

for a period ending 30th Decembber 2011

PAGE 3
Research Permit No: NCST/RRI/12/1/SS011/1063
Date of issue 10th August 2010
Fee received KES 1,000

Applicant's Signature

Secretary
National Council for
Science and Technology