

An Assessment of the Teaching Strategies Employed By English Language Teachers in Eldoret Municipality, Kenya

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Abstract

This paper assesses the extent to which teaching techniques affect the performance of students in English language as a subject. The study sought to identify the teaching strategies employed by English language teachers in secondary schools and recommend how performance in the subject can be improved in secondary schools within Eldoret Municipality. The study used a mixed methods research by design. It involved all form three students and relied on a sample size of 180 students drawn from six secondary schools within Eldoret Municipality, form three English teachers, heads of the selected schools and education officials in the district. Both probability and non-probability sampling techniques including purposive and stratified random sampling were utilized. The study used questionnaires, interviews, documentary data and non-participant observation for data collection. Both qualitative and quantitative data analyses were employed. The study found that lecture and group discussions are the common methods employed by teachers in their teaching. Debating and drama or role play is not fully utilized. The study recommends that students, teachers and the Ministry of Education should work together to enhance the attainment of class teaching objectives in the language. The findings of the study may offer a step towards the improvement of the teaching and learning of English in secondary schools hence improvement in performance.

Keywords: assessment, teaching strategies, English language teachers, Eldoret municipality, Kenya

Full text:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.301.9967&rep=rep1&type=pdf>