

Relationship between Methods of Teaching as an Aspect of CLT and the Performance in English among Pupils in Lower Primary Classes in Kenya

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Abstract

The present study assessed the relationship between methods of teaching as an aspect of CLT and the performance in English in Kenya. Integrated Skills Approach Theory was used in the study. The population of the study was 2,562 teachers of English and 9,342 class three pupils. Stratified simple random and purposive sampling techniques were used to select 255 teachers and 340 class three pupils respectively. The study adopted the Explanatory Sequential Mixed Methods design. Research instruments were: questionnaires for teachers of English; English test for class three pupils; Interview schedule for teacher of English and classroom observation schedule for lower primary classes 1, 2 and 3. The study found a statistically significant, though weak, positive correlation ($r=.214$, $n=228$, $p=.001$) between method of teaching and performance in English. Teachers of English should include time for practice of content in lessons and stick to the language policy to reinforce Methods of teaching in lower primary classes. This would enhance the teachers' skills for implementing communicative needs of the learners and eventually would boost performance in English.

Keywords: Methods of teaching, CLT, Performance, English, Kenya.

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