

A Critical Review of Oral Questioning Technique in Secondary School English Language Teaching in Eldoret Municipality, Kenya

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Abstract

The study investigated the extent to which oral questioning, as a teaching strategy, affects the performance of students in English language as a subject in Eldoret Municipality, Uasin Gishu County, Kenya. The study employed the mixed methods research design and involved all form three students and hence a sample size of 180 students drawn from six secondary schools within the Municipality, Form three English teachers, heads of the selected schools and education officials in the district. To collect data, the study used questionnaires, interviews, documentary data and non-participant observation. Both qualitative and quantitative data analyses were employed. It emerged that oral questioning as a method of teaching is not being utilized as recommended in secondary schools. The study findings may be a step towards the improvement of the teaching and learning of English in secondary schools, as well as the improvement in general performance in other subjects that rely on English as the language of instruction. It will also assist English teachers utilize the most appropriate resources to ensure English language is effectively taught/learned and the objectives of teaching these skills are obtained. Subsequently, the performance in English will improve and by extension the performance in other subjects

Keywords: critical review, oral questioning technique, secondary school English language teaching, Eldoret municipality, Kenya

Full text:

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