

Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya

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Abstract

There is a general public concern in Kenya that majority of Form Four school leavers lack communicative and linguistic competence and thus cannot sustain conversation in English language without occasionally code switching to *Sheng* or Kiswahili. This study sought to find out the classroom activities used by teachers' to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study was based on Krashen's (1985), Monitor Model specifically the input and the affective filter hypotheses which emphasize that learners acquire target language when they are motivated and involved actively in the learning process. The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. In certain cases, purposive sampling technique was also used. Data on classroom activities used to teach speaking skills were collected using Questionnaires administered to teachers and students, direct observation during speaking skills lessons in Form three classrooms. The data collected was analyzed using descriptive statistics. The study found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or *Sheng* due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context. The study recommends that: 1) students should be given chances to practice using authentic English language in context; 2) teachers should integrate various activities in a lesson to meet learners' needs and 3) Curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes. This study is useful to language educators' and teachers of English language.

Keywords: speaking skills, classroom activities, English, language, motivation, teacher, learner

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