

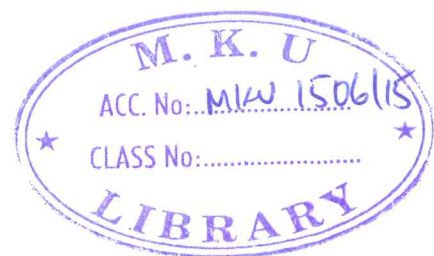
EFFECTS OF TEACHING METHODS ON LANGUAGE DEVELOPMENT IN
PUBLIC PRIMARY SCHOOLS IN KIHARA ZONE KIAMBU COUNTY.

NYAMWANGE ELIAS RIOBA

REGISTRATION NUMBER: BEDA/112/01018

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD OF
BACHELOR OF EDUCATION DEGREE OF MT.KENYA UNIVERSITY.

JULY 2015



ABSTRACT

The purpose of the study was to determine the impacts of teaching methods on language development of the children with an aim of making recommendations. To achieve this, the researcher carried out literature review to identify the gaps existing in previous studies.

This is what is stated as background information and statement of the problem in chapter one. The chapter also has the following objectives: to identify the various language activities taught in primary schools in Kihara zone. To determine the problems that primary school teachers' experience in applying language teaching methods. The study was significant to the school teachers as it exposed the various methods used in the primary school's teaching of language activities and the effectiveness of each method. The researcher used survey research design in the collection of data. The researcher used questionnaire, interview and observation to collect information which was analyzed quantitatively. The researcher did literature review of different topics related to language development such as; one, language and language development. This includes speaking skills, listening skills and writing skills. Two, methods of teaching language to pre-scholars. This topic includes discovery, limitation, and methods of teaching, reading, writing and methods of teaching speech. Three, impacts of language teaching methods on the children's ability to use language. The study was carried out in Kihara zone in Kiambu district. It targeted the primary teachers and the children. He found that teachers used various activities in teaching language to the children. Teachers used activities such as asking questions, conversations, talking about pictures and identifying sounds in the environment, and children made to imitate them. There were some problems which were noted by the researcher which hindered proper applications of teaching methods in primary schools such as lack of adequate material, lack of skills, inadequate time and interference by the administration. The researcher found that the methods used in primary schools in teaching of language have some positive and negative impacts though the positive impacts outweigh the negative ones. The presentation of the research was done using tables, graphs and pie-charts.