

**EFFECTS OF TEACHING STRATEGIES ON PERFORMANCE OF  
LEARNERS IN ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN  
NAIROBI COUNTY.**



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## ABSTRACT

This study was intended to investigate effects of teaching strategies on performance of upper primary pupils in Nairobi County. This study was guided by three objectives: find out language of instruction used in teaching English language; to determine reading instructions used in teaching English language; and determine availability of materials used in teaching English language. This study employed a descriptive survey which aided the researcher to target 170 teachers and 680 pupils out of which 85 teachers and 170 pupils were used as sample size by use of stratified and simple random techniques. Data was collected by means of questionnaires, observation checklists and achievement tests. Collected data was analysed using simple statistical measures like mean, frequencies and percentages. The analyzed data was presented in form of tables, graphs and pie-charts. Findings revealed that teaching strategies in English encompass language of instruction used and reading instruction used which depended on availability of materials for teaching English. In most schools, during English lessons, having complete conversations, issuing of instructions and illustrating examples is not entirely done in English. Languages were used for purposes of illustrations or understanding of English concepts, vocabulary or parts of speech such as common nouns and verbs existing in local context. On the other hand, learners were not exposed fully to common words or vocabulary at lower primary level. On the other hand, understanding basic English concepts which is done in lower classes is overlooked and applying such concepts in classes seven and eight exposes such learners to dangers of lack of expression in English as well as limited vocabulary. Moreover, teachers prepared learners as they advanced towards independent reading where a learner had to acquire correct pronunciation, fluency or reading speed skills. Finally, few available resources are shared among many learners who find it difficult to utilize or access such materials fully. These conditions have showed that learners in class four have low speed in reading, fluency and word identification. If the situation is not corrected, many of them will have reading difficulties in other classes as they advance. The study recommended that teachers should encourage learners to speak English, emphasize on reading, writing and comprehension skills at early stages of learning to reduce failure of learners in national examinations. School administration should ensure that teachers and learner have access to reading materials.