Use of Interactive Techniques in Teaching English Spoken Language in Primary Schools

Rosebancy Njagi

PhD Student, Department of Curriculum Instruction and Educational Media, Moi University, Eldoret Kenya

Abstract
Interactive activities are paramount in the teaching of speaking skills. This is because the learners are actively involved in the lesson. This study sought to investigate techniques used in teaching English spoken language in primary schools Standard One in Mwea East District, Kirinyaga County, Kenya. The objectives of the study were to: establish the nature of teaching techniques used by teachers during English speaking skills lessons in standard one, and to identify the challenges teachers of English face in the teaching of speaking skills in standard one. The theory that guided this study was the social learning theory as advanced by Vygotsky. A descriptive survey design was adopted for this study. The sample was selected using stratified sampling techniques and random sampling technique. The respondents were: Standard one teachers. The data was collected by use of questionnaire which was administered to the standard one teachers in the sample and observation schedule were used in observing standard one teachers during the oral English lessons Descriptive statistics was used to analyze the data. The data was then presented descriptively and summarized as frequencies and percentages in tables and graphs. The study found out that most standard one teachers did not use the interactive techniques as stipulated in the syllabus. The teachers also found difficulties in involving the learners in the suggested interactive activities during the lessons. The study also identified some of the challenges faced by standard one teachers that hindered the teaching of oral skills The study recommends that teachers prepare for the oral lessons, use interactive activities and teaching and learning resources to enhance dialogue among the learners.
Keywords: Interactive Techniques, Teaching, Spoken Language

1.1 Introduction

Important learning by the child occurs through social interaction with a more skilled person and other peers. Young children are curious and actively involved in their own learning. For Children to develop the four core skills in English language, the key skill is speaking. Speech is the primary substance of all human languages. Spoken form of any human language is basic. According to Sifuna and Otiende (2006) education and civilization have three distinctive features which rank man higher than other animals: the powers of distinct speech, coherent thought and invention of implements or articles to improve their living standards. Through the improvement of man's powers of communication and inventiveness, culture was developed. Early man's education was transmitted by the older family members. It was done through oral communication or speech, imitation, instructions and practice. Speech was a necessary outcome of the cooperation between and among individuals to facilitate the labour process. Through culture, man has created complex dynamic civilization. More significantly, man thought and put down his ideas on education before education problems were known. Man'saims were geared towards immediate communal security and survival. He thought to minimize starvation, keep warm and continue living. In doing this knowledge, ideas and interventions had to be learned and refined by the incoming generation through experimentation apprenticeship, interaction and active participation. Basic education and especially in the early years helped lay a foundation for further learning. Richards (2008) says that courses in listening and speaking skills have a prominent place in language programmes around the world today. The ever growing needs for fluency in English around the world because of the role of English as the world's international language have given priority to finding more effective ways to teach English.

In Kenya, English is the medium of instruction from standard four in primary schools. English is taught from standard one to standard three as a subject(Republic of Kenya1999).According to the primary school education syllabus (K.I.E,2002) listening skills should be acquired first so as to enable the learner to understand and respond to the spoken word appropriately, thus the primacy in the development of speaking skills. Reading and writing skills are to be taught after oral skills have developed and thus develop later. It is expected that when children start primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and emotional well-being. Effective language skills are essential for children to access the curriculum. In education, spoken language is the primary medium through which teachers teach all over the world and the children learn. Effective oral communication depends on one's ability to express oneself in speech clearly, accurately and fluently. In life situations, thoughts can be expressed in writing but it is only oral communication (Speech) that one's thought can be put across accurately and effectively towards an audience without any form of ambiguity. Speaking and listening skills are the bedrock of teaching and learning. Speaking is a skill that should be developed early in the life of a child. This

is because it helps the learners to identify themselves and be part of the society. It is therefore important for pupils in standard one to be thoroughly taught the speaking skills. Even if the children have an inborn capacity to acquire speech, exposure and stimulation are important elements for successful speech development. The teachers should teach speech by naturally being role models (Jalongo,2000).

According to K.I.E (2002) Syllabus for primary schools gives an outline of what should be taught in English standard one. It shows the importance of teaching the speaking skills. This is laying the foundation of the curriculum and the academic language to be used in school. Eli (2009) explains that teaching speaking skills helps build a foundation that helps the pupils to be able to define terms, form concept and construct knowledge He further says that speaking about issues and ideas learned in class helps shape the pupil's thinking. Therefore for pupils to perform with ease in upper primary classes and Kenya Certificate of Primary Education (KCPE) in English subject, the speaking skill foundation should be well laid. Speaking entails all subjects taught in school. This can be facilitated further by us e of interactive techniques in teaching. This is where the teacher uses methods that engage the learners in active participation in the lesson. When description technique is used in teaching a new word the learners are engaged in an oral dialogue. English being the medium of instruction from standard four, pupils should be equipped with enough speaking skills which can be enhanced through interaction as the main activity in a lesson. The teacher should have adequate time with each learner and effectively interact so as to develop speaking skills. According to Brunner (1983), in his theory of Language Acquisition Support System(LASS), he asserts that language is best learnt through interaction. This means that the extrovert child who interacts more and freely will learn the target language faster than the child who is shy and talks less. It is argued that speech develops in situations where people interact with each other in a communicative context.

1.2 Problem Formulation

The introduction of free primary education in Kenya brought about many problems like lack of adequate facilities, teaching/learning resources, crowded classrooms and few teachers. In lower primary the classes have large numbers of pupils for a teacher to handle effectively. Burale (2010) from a study carried out on effects of Free Primary Education (FPE) on writing skills gives incites on the effects of crowded classrooms to the writing skills of the children in upper primary. She says that when the contact between each pupil as an individual with the teacher is not felt, the child will not develop the speaking skills. Speaking skills are crucial in the development of writing skills.

Njoroge(2009) in a study on importance of language to economic development says that education is a tool of empowering the society. Children should have appropriate knowledge through the acquisition of language speaking skills for them to be fully empowered. Education is the corner stone to a successful life and for survival of children in the real world. The development of a nation is not possible if its members have no education. Education brings greater improvement of a community. On the other hand, there is no effective education without language. So, language is a necessary ingredient in a nation's development.

Language being words used by a common people should be well taught to the pupils. Words are tools of learning. When words are organized effectively into language, they can become the most powerful tools in the world. When language is effectively used in schools, academic language provideseveryone a much clearer focus. The teachers communicate better, pupils learn better and schools achieve better results (Eli,2009). If pupils learn best when they are engaged and actively participating in the learning process they should therefore be provided with interactive activities which promotes speaking skills. Activities like discussion, storytelling, and news telling in the morning, role play or dramatization when used effectively with teaching and learning resources, speaking skills are enhanced. This study seeks to investigate how teaching and learning of speaking skills is being conducted with a view of establishing the types of techniques used during the instructional process, particularly in primary schools focusing on standard one in Mwea East District.

The study therefore sought to answer the following research questions:

1. What is the nature of teaching techniques that teachers use in teaching speaking skills lesson in standard one?
2. What are the challenges teachers of English face in the teaching of speaking skills in standard one?

1.3 Theoretical Framework

This study was based on the theory of social learning theory as advanced by Vygotsky (1978). This theory was chosen because it is practical in teaching and learning of second language (L2) to the young children. For any language masterly, the learner has to be exposed to the language. The learner should use the language for speaking skills to develop and fluency to be achieved. The theory purports that, for learning to take place effectively there must be social influences. Vygotsky viewed language as a child's first tool for social interaction. There is an active constructive process. The learner is viewed as an information constructor and new information is linked to prior knowledge. Vygotsky theory was an attempt to explain consciousness as the end product of socialization. For example, in the learning of language, our first utterances with peers or adults is for the purpose

of communication but once mastered they become internalized and allow "inner speech".

Vygotsky theory focuses heavily on language and social interaction and the role they play in helping learners acquire an understanding of the language and culture in which they live in. Vygotsky views language as a tool people use for culture transmission through verbal communication and reflection on their own thinking. Vygosky placed more emphasis on social contributions to the process of development by saying that young children are curious and actively involved in their own learning and the discovery of new understanding. Much important learning by the learner occurs through social interaction with a skillful parent or teacher. The teacher provides verbal instructions for the child. He calls this co-operative or collaborative dialogue in the zone of proximal development (ZPD). It is the difference between what a learner can accomplish alone and what he can accomplish with an adult or more capable peers mediation or assistance. The full development during zone of proximal development depends upon full social interaction and the more the learner takes advantage of adult's assistance, the broader the ZPD, learners who can benefit from this assistance are in what Vygosky calls zone of proximal development.

It is the same concept he argued for in the More Knowledgeable Others (MKO), this is someone who has a better understanding or a higher ability level that helps the learner in a particular task, process or concept. Teachers should be encouraged to engage learners in meaningful learning activities to enhance social interaction. The theory purports that children who are assisted by elderly people who have linguistic maturity develop language faster than those who are not assisted. He also viewed participation in verbal exchange and interaction with peers as an effective way of developing skills in language.

From birth, children are surrounded by others who talk to them and with them. This communication plays an important part in how the child learns to speak his/her native language (L1).In the same view Vygosky theorized that a child can learn best when interacting with those around him and this competence in L1 will lead to learning L2 and developing competence in it. Learning is a process by which pupils acquire knowledge, form attitudes and develop skill that cannot be attributed to inherited behavior, patterns or physical growth. This is therefore evident that when children are involved in interactive environment that they will develop speaking skills therefore perfecting their second language learning. The activities carried out should be geared towards developing speaking skills. The activities should involve all the five senses of the pupil, when they smell, see, touch, taste and hear, they should be able to explain or express their experiences confidently through use of oral skills. This will be able to bring about changed verbal behavior and that they will use L2. Apart from what the interactionist/ social learning theory has said and proved on the teaching/learning techniques of speaking skills on interactive learning if resources are used together with the interactive activities the pupils are able to develop L2 faster.

Therefore if the standard one teacher can lay the foundation of speaking skills properly, English language can prove not to be difficult to the learners in the upper primary. The interactionist says the learners will be able to perform better in the other subjects since the curriculum is delivered in English language. This can be realized if teachers prepare well in all aspects of oral lessons to develop the speaking skills in the learners. The teachers should also provide situations where the learners can practice the skills learnt by taking part in activities like role play, dramatization, talking turns, dialogue, describing events, narrating experience, practicing oral composition and using of interactive teaching / learning resources. The resources could be teaching/learning materials which the learners can manipulate with the help of the MKO and peers the learners can widen their ZPD. Since the nature of the child is to be curious the teachers should provide interactive activities which will enhance the child's curiosity, widening his discovery thus making him to be actively involved in the learning of speaking skills in L2.

2.0 Spoken Language

Speech has to do with communication by word of mouth. It is a form of human communication in which words derived from a large vocabulary together with a diverse variety of names are uttered through or with the mouth. All words are made up from a limited set of vowels and consonants. The spoken words are stringed into syntactically organized sentences and phrases. Spoken language is easily imitated and can be reinforced. Language can be taught by exposing it to the learners. Spoken language has to do with the ability to understand and respond in spoken word. It is normally categorized in to listening and speaking skills. Listening is comprehension while speaking is production. For a child to acquire speaking skills, he must interact with other language users for language learning is not inherited but acquired through exposure in a particular language environment. Therefore, there must be speech interaction through speaking. In another research on second language teaching, Lightbown (1985) attempted to relate second language Acquisition (SLA) research to realities of classroom teaching, observing that while research provided empirical support for changes which occurred in language teaching, the practice often preceded the research and that at that time few of the researchers asked questions about SLA in the classroom.

In her 1985 paper, Lightbown summarized SLA research by stating ten generalizations consistent with the

contemporary state of research in Lightbown (2000 and 2003). She visited those generalizations in the light of research since her original paper, observing that much SLA research now addresses pedagogical concerns more fully, with particular interest in studies treating communicative language teaching CLT and content-based language teaching replacing more traditional approaches.

The achievement was illustrated in studies on group work and peer interaction which show that both adults and younger learners are able to give each other L1/L2 input and opportunities for interaction, do not necessarily produce more errors than when they are interacting with the teacher, can provide each other with feedback on error, in the form of clarification, request and negotiation for meaning, benefit from the opportunity for more one-to-one conversation than they can get in a teacher-centered whole class environment. (Yule, 1996). Research on group and pair work owes much to Krashen (1989) work on interaction. Adebis (1997) and others link interaction in language teaching to Vygotsky's social interactions learning theory. According to Ellis (2005) language learning whether it occurs in a naturalistic or an instructed context, is a slow and labour-intensive process. If learners do not receive enough exposure to the target language, they cannot acquire it. In general, the more exposure they receive, the more and the faster they will learn. For Krashen, input must be made comprehensible either by modifying it or by means of contextual props. Krashen (1989) observes that teachers need to;

1. Maximize use of L2 inside the classroom. Ideally this means that the L2 needs to become the medium as well as the object of instruction.
2. Create opportunities for learners to receive input outside the classroom. This can be achieved by providing extensive graded programmes.

Ellis (2005) the opportunity to interact in the L2 is central to developing L2 proficiency. Acquisition requires input and output occurring within a matrix of social and oral interaction. Through interaction, existing language resources are automatized, but the learner also creates new resources. According to the interaction Hypothesis Krashen (1989), interaction fosters acquisition when a communication problem arises and learners are engaged in negotiating the meaning. Interaction modifications help to make input comprehensible, providing corrective feedback, and encourage learners to modify their own output in uptake. Learners are enabled to construct new forms and perform new functions collaboratively. According to Lightbown (2005) outlined four key requirements for an acquisition – rich classroom; these are:

1. Creating contexts of language use where learners have a reason to attend to L2.
2. Providing opportunities for learners to use the language to express their ownpersonal meanings.
3. Helping learners to participate in language-related interactive activities that are beyond their current level of proficiency.
4. Offering a full range of contexts and resources that cater for a full performance in the language.

These are more likely to occur in less rigid environments. One solution for successful, controlled interaction would be to incorporate small group work into a lesson. This will ensure learners interact amongst themselves. According to MOEST,(2001) learners who listen to a language without understanding it for a few hours learn it better when they are subsequently taught it than those who had not listened to it. Chomsky (1965) explains that children imitate what they hear from adults. He says that a language acquisition Device (LAD) is present in the brain of all human beings to help with language heard, work out the rules and generate appropriate speech. However Vygosky explains that this inborn ability can only be realized in an interactive environment (MOEST 2001). The MKO should kick start the learners English language acquisition by through providing with an interactive environment and meaningful activities. Ngaroga (2006) says that learning is a relatively permanent change in behaviour which comes as a result of practice of an activity. It is having an experience that can be remembered.

2.1 Factors influencing second language learning

Children whose parents speak different languages or who live in a multilingual setting can acquire a second language spontaneously and simultaneously. However majority of children are not exposed to a second language until they go to school. No matter how one learns L2 it may never match the L1. This could be due to the difference between language acquisition and language learning. According to Krashen (1989) language acquisition refers to the graduals development of ability in a language by using it naturally in communicative situations and language learning applies to conscious process of accumulating knowledge of the vocabulary and grammar of the language. There are several factors that influence the learning of L2.The following has been discussed:

a) Critical Period Hypothesis

This is a period when the brain is most flexible and most ready to receive and learn a particular language. It therefore means after that period, learning language will be difficult. (Yule 1996)

b) First Language Effect

The presence of a first language impact on second language while children are expected to have mastered their

native languages in entry to primary school, many are not well grounded in their mother tongue(first language). Failure to be properly grounded in first language, may negative impend masterly of other languages and the first language in turn. While proper grounding in first language will act as the basis in mastery of other languages, the sound system of other languages may be interfered with, that is. Mother tongue interference

    c) Motivation

The purpose of which a language is learnt determines its mastery. Those who experience some success are among the most motivated to learn. A language learning situation that encourages success and accomplishment rather than one that dwells on errors and collections is needed. A learner who is willing to guess, risks making mistakes and tries to communicate in L2 will be more successful.

    d) Exposure and Input

The learner must be exposed to a comprehensible language. There is a need for more interaction with the language users. Their willingness to simplify and use it with the new learner will determine how fast the language is achieved. The input output is beneficial.

    e) Approaches and Methods applied

Focus on the learners mistakes/errors. Mistakes can be remedied through language users responding in a collect form. An error should be taken as a clue to the active learning progress being made by the learner. The learner is likely to over generalize. Most mistakes made will be transfer of expressions or structures from LI. Positive transfer may be of benefit likewhere there are similar features while negative transfer will affect.

    f) Cultural Factors

Identification with the L2 values, practices, norms or experiences. This way one will feel less conscious or less stressed, for one will want to speak like speakers of the language do.

    The above factors will help the teacher to plan for the oral English lessons in a way that the learners will develop the speaking skills. Oral is about listening and speaking. Since the children are in the critical period hypothesis they will be able to listen and follow instructions given. The learners will be motivated if the activities and resources used are appealing to them. Learning L2 depends on the masterly of L1. For the learners to be able to express themselves in speech clearly, fluently and accurately they must participate actively in the learning process through speaking and carrying out interactive activities. The learners therefore must be exposed to L2and use it in simple dialogues in the classroom.

2.3 Role of language to children

The child as a member of humanity needs language to communicate his/her thoughts, feelings, emotions like fear, joy, attitudes and needs. It is through language that the child is able to interact and interrelate with others in the social sphere of life. Language is a mean of socialization; through it they are taught their place in society. This includes the beliefs, practices, values, norms and other expected accepted ways of life. It is through language that the children interact with the environment. This way they are able to understand their environment, control it and talk about it. Such will include the people, animals and other materials in the environment. Through language cognitive development is enhanced. Children are able to label what they know and describe it. They are also able to process information, interpret it, organize, store and retrieve it as the need arises. Language helps make sense to a child's experience, it enables him/her to learn more about the world, he /she lives in though learning which brings a permanent change of behavior. Language gives the child social identity. A person is a member of a certain social circle because of the ability to comfortably share with its members like, people of a common tongue in a foreign land. Language has functions in the society and in the child's life.

    Language plays a vital role in the development of any institution like; a family, society or a school. The more language is used the more it is mastered. It is therefore important to provide the learners with an enabling environment where they can use language to enhance their speaking skills. Language is the first tool for social interaction. It is also the cornerstone of concept development. Language has many functions in the day to day life of the human beings and more so to the growing children. According to Halliday (1973) in Wanjohi (2010) describes seven functions of a language, these are:

    a) Instrumental functions- This has to do with getting what the learner wants.

    b) Regulatory functions- The purpose here is to regulate, guide or control behaviour.

    c) Interaction functions-One of the importance of language is to interact and interrelate.

    d) Personal functions   - Used to identify self and tell the public about self.

    e) Heuristic- The learner uses the discovery method to answer the Questions: What? Why? Where? When? And How?

    f) Imaginative functions- Children are not passive users of language they are creative and use language imaginatively.

    g) Representation function- This is a high level of language used in children through which they communicate ideas or specific abstract information.

    All the above functions make spoken language the most important tool in all aspect of human development

in that it is instrumental in the lives of the children and the society at large. In the classroom, language is used by the teacher to disseminate and implement the curriculum. Language should be acquired by the learners before attending school. This is referred to as language acquisition. The child is exposed to this language from birth in his/ her native and immediate environment. The caregivers should encourage the children and provide a good MKO to enhance the ZPD for the children.

When the children come to school they should be able to speak intelligible language. The listener needs to understand the learner's message without huge effort. The learners also need to be successful in a specific communicative situation. They need to gain confidence in their ability to speak and be understood. They need the language abilities like intonation of words, rhythms, reduced and increased speech, linking of words in to sentences and word stress. These are concrete speaking aspects in which learners should be trained in order to develop and improve their speaking skills. Education in Kenya is geared towards providing the children with a language that can be used nationally and internationally. Several commissions in Kenya evaluated English as a medium of education and a means to disseminate the curriculum. Children learn first language at home and second language in school. The teachers are well trained to teach the learners learn second language. Interactive activities are crucial in providing fluency, accuracy and proficiency in the second language. Teaching/ learning resources are required and should be accurately used to help the learners gain confidence to use the second language by use of speaking.

3.0 Findings and Discussions
This section presents findings from the study about the nature of teaching techniques that teachers use in teaching speaking skills lesson in standard one and challenges teachers of English face in the teaching of speaking skills in standard one.

3.1 Importance of Teaching Oral Skills
The study sought to find out if the respondents understands clearly the importance or objectives of teaching the oral skills which are listening and speaking in an oral English lesson. According to the findings presented in the Table 4.2 the majority of the respondents on average 72.2% do not understand clearly the importance or objectives of teaching speaking skills in oral lessons in standard one . This is evident in that the following objectives; do you teach your learners listening skills to be able to listen and understand information, do the learners respond to information appropriately, develop speaking skills to be able to use correct pronunciation, how to use stress and intonation of words, to develop in the learners was of expressing their needs and feelings through speaking, do you teach your learners how to convey information and are they able to relate experiences through speaking rated below 50% and only one objective which is; are instructions followed appropriately rated above 50%. This is summarized in Table 3.1.

Table 3.1: Importance of Teaching Oral Skills

Statement that describes the importance of teaching English in standard one in each oral lesson	Clear	Not clear
Listening skills to be able to listen and understand information	17.5	82.5%
Respond to information appropriately	33.1%	66.9%
Instruction followed appropriately	50.0%	50.0%
Develop speaking skills to be able to use correct pronunciation of words	30%	70%
How to use stress and intonation of word	20%	80%
To develop in learners ways of expressing their needs and feelings through speaking	11.1%	88.9%
How to convey information	18.1%	81.9%
Able to relate experiences through speaking	17.5%	82.5%
Average	**27.8%**	**72.2%**

3.2 Interactive Techniques used in teaching Speaking Skills
The study sought to find out interactive activities used by teachers when teaching speaking skills in an oral English lesson. The Table 4.3 shows that interactive activities that were often used by the teachers rated 30%, those that were not often used 19% and those that were never used rated 51 %. According to the table, activities that were often used were few with a percentage of above 50% which were; greetings, asking questions, songs, and giving commands. The activities that were least used were also few with a percentage of above 50% were; making requests, group work learning, verbal instructions and telling time. Table 3.2 shows that most activities were never used which were; interactive classroom talks, oral comprehension, poems, riddles, Play games, speeches, oral storytelling, descriptions, narratives, dialogues, conversations and role play.

Table 3.2: Interactive Techniques used in Speaking Lessons

No	Techniques	Often used	Not often used	Never used
1	Interactive classroom talk	5%	10%	85%
2	Oral comprehensions	10%	10%	80%
3	Greetings	95%	4%	1%
4	Making requests	2%	88%	10%
5	Asking questions	98%	1%	1%
6	Poems	10%	9%	81%
7	Riddles	1%	1%	98%
8	Songs	96%	4%	2%
9	Play games	29%	21%	50%
10	Giving commands	88%	7%	5%
11	Speeches	1%	3%	96%
12	Oral story telling	38%	10%	52%
13	Descriptions	11%	1%	88%
14	Group work learning	25%	60%	15%
15	Verbal instructions	28%	70%	2%
16	Narratives	3%	5%	92%
17	Telling time	40%	50%	10%
18	Dialogues	6%	4%	90%
19	Conversations	2%	3%	95%
20	Role play	12%	20%	68%
	Average	**30%**	**19%**	**51%**

3.3 Challenges faced when teaching speaking skills

The study sought to find out the challenges teachers of English face when teaching speaking skills to standard one learners, these are covered under this section.

3.3.1 Factors that affect the teaching of spoken language

Table 3.3 shows the degree of seriousness of the factors that affect the teaching of speaking skill. According to the finding it is evident to say that the challenges that standard one English teachers face are lack of learners interactive and collaborative teaching/learning, lack of learners interactive activities in learning, lack of adequate teaching/learning resources, lack of learners involvement in the lessons and lack of time to come up with more interesting techniques to motivate and encourage the learners. This is shown by the percentage of 66.9% for both very serious and serious factors. Only two factors which teachers said were not serious problems these were; very wide syllabus and lack of enough time for preparation by the teachers.

Table 3.3: Factors that affect the teaching of speaking skills

FACTORS	DEGREE OF SERIOUSNES			
	Very Serious	Serious	Moderate	Not Serious
1. Very wide syllabus	12%	25%	52%	11%
2 Lack of learner interactive and collaborative teaching/learning.	68%	17%	13%	2%
3 Lack of learner interactive activities in learning.	72%	19%	5%	4%
4 Lack of adequate teaching/ learning resources	62%	15%	14%	9%
5 Lack of learner's involvement in the lessons.	43%	52%	3%	2%
6 Lack of enough time for preparation by the teachers	2%	7%	28%	63%
7 Lack of time to come up with more interesting techniques to motivate and encourage the learners	21%	53%	14%	12%
AVERAGE	**40%**	**26.9%**	**18.4%**	**14.7%**

4.0 Conclusion and Recommendations

Based on the findings of the study, the following conclusions were arrived at:

i.   Interactive techniques in teaching spoken language in primary school need a good foundation so that the learning process can be made easier. This can be realized by involving the learners in the lesson since the learners are not mere passive recipients of knowledge. The learners should be active participants in the oral lessons through interactive activities help the learners to share their feeling, thoughts and ideas with their peers. This also helps the teacher get feedback on what the learners know, level of understanding and areas that need remedial work.

ii.   Research findings have established that the teachers in primary schools face certain challenges in the

implementation of interactive techniques in teaching spoken language in primary schools. Challenges inhibit achievement of predetermined targets and constrain delivery of services. These challenges that affect primary schools are lack of adequate physical facilities and teaching/learning resources. The teachers in standard one also tend to relax and therefore they rarely plan for the lessons to come up with interesting interactive activities for the learners. They fail to involve the learners fully in the lessons and hence use teacher-centred methods of teaching. They also do not engage learners in manipulating of the teaching/learning resources so as to awaken the learner's intellectual instincts.

Based on the conclusions of the study, the following recommendations are made:

  i. The standard one classes should be handled by younger teachers who are energetic, creative and imaginative. These teachers will be able to engage the learners in play activities act as role models and will be able to adapt to the level of their learners. This will help the learners identify themselves with their teacher.

 ii. Standard one teacher's should be able to engage their learners in interactive activities so as to cater for the development of speaking skills. They should also allow their learners to carry out roles, take part in drama, songs,poems and interact with peers in dialogues and discussions. This can be done effectively if the teachers take time to plan for their lessons. Planning is by writing and updating their profession documents. These documents are the schemes derived from the K.I.E syllabus for primary school volume one and lesson preparation which should be done on daily basis. When the teachers prepare, they will be able to cater for individual differences of the learners, putting into considerations the learner's activities, which teaching/ learning resources to use and the means by which they will get the feedback of the lessons.

iii. The study recommends that all stakeholders make concerted effort to address the various challenges facing primary schools especially standard one, in order to remove any obstacles likely to derail the teaching of speaking skills in standard one since this is the cornerstone of learning in all institutions of learning.

REFERENCE

Adebis,Afolayan, Lyabode, Hulken (1997).Teaching Primary English. New York: Longman.

Brunner,J (1963) The Process of Education. Cambridge.Mass: Harvard University Press.

Burale (2010) Effects of free Primary Education on writing skills.

Chomsky (1965) Aspects of the Theory of Syntax.Cambrige. MA. MIT Press.

Ellis, R(2005) Instructed Second Language Acquisition: a literature Review Wellington. Ministry of Education: Newzeland.

Eli, R.J. (2009) Academic Language! Academic literacy. U.S.A: Corwin.

Jalongo, M.R(2000) Early Childhood Language Arts, Boston: Alyn and Bacon.

K.I.E (2002) Primary English Teacher's Guide Book One. Nairobi: J.K.F.

K.I.E (2003) Primary Education Syllabus. Nairobi: J.K.F.

K.I.E (2006) ECDE Guidelines.Nairobi: K.I.E.

Krashen S.D (1988) Second language acquisition and second language learning. New York prentice Hall International.

Krashen, SD (1989) Principles and practice in second language Acquisition. New York: Hall International.Lightbown. P(1985) Input and acquisition for second-language learners in and out of classroom Aplied Linguistics.

Lightbown. P (2003) SLA in the classroom SLA research for the classroom Language learning Journal.

Lightbown. P (2005) instructed second language Acquisition. A literature review.Wellington Ministry of Education: NewZeland.

Lightbown. P(2009) Classroom SLA research and second Language teaching. Applied Linguistics.

MOEST (2001) Teaching and Learning English in the Primary Classroom. Nairobi: Spread.

Ngaroga. J.M (2006) Revision Education for primary Teacher Education, Nairobi, Kampala, Dar es salaam, East Africa Educational Publisher.

Njoroge (2009) Education as a tool for empowering street children.

Njoroge. C (2009) Variations in Spoken English used by teachers in Kenya: pedagogical implications.

Richards. J (2008) Teaching, Listening and Speaking.From theory to practice. Cambridge. University Press.

Sifuna.D &Otiende. E (2006) An Introductory History of Education. Nairobi: U.O.N.P.

Vygotsky, LS (1985) Thought and language. Cambridge: M.I.T Press.

Wanjohi.G &Wanjohi.S (2010) Language Activities. Nairobi: Longhorn.

Yule, G (1996) The study of language. Cambridge. Cambridge: university press.