

# INTEGRATION OF INSTRUCTIONAL METHODS AND MATERIALS TO FACILITATE THE DEVELOPMENT OF SPOKEN LANGUAGE IN STANDARD ONE

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## 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: investigate the manner in which teachers involve learners in interactive activities to develop spoken skills in standard one and examine the integration of teaching and learning resources by teachers during lessons to facilitate the development of spoken language in standard one. A descriptive survey design was adopted for this study. A sample of 22 primary schools was selected out of the 72 primary schools in the study region and 37 standard one teachers out of the 121 standard one teachers in the region. The data was collected by use of questionnaire, observation schedule and document analysis. Descriptive statistics were used to analyze the data. The data was then presented descriptively and summarized as frequencies and percentages in tables and graphs. It is hoped that the curriculum developers would gain insight in development of support materials and activities for standard one learner. Teachers will understand the value of support materials and activities developed in the use of interactive activities which facilitate development of speaking skills.

**Keywords:** *Integration, Instructional, Development, Language*

## 1.1 Introduction

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's aims 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 Kenya 1999).

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.

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 use 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. He further asserts that teaching/ learning resources and interactive activities related to language serve as LASS.

### **1.2 Statement of the Problem**

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 provides everyone 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 was guided by the following specific objectives:-

1. Investigate the manner in which teachers involve learners in interactive activities to develop spoken skills in standard one.
2. Examine the integration of teaching and learning resources by teachers during lessons to facilitate the development of spoken language in standard one.

## 2.0 LITERATURE REVIEW

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 strung 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, Light bown (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, Light bown summarized SLA research by stating ten generalizations consistent with the contemporary state of research in Light bown (2000 and 2003). She revisited 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 own personal 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 Approaches to Language teaching

The goal of teaching speaking skills is communicative efficiency (CE). This will help the learners be able to make themselves understood, avoid confusion when carrying out a dialogue and to observe the social and cultural rules that apply in each communication situation. There are several approaches/methods of language teaching according to (Krashen 1988 and Otto 2009)

Examples are:

### a) Grammar translation method(GTM) / traditional method

This method stressed the teaching of two language grammar. Its principal techniques are translation from and into the target language and vice versa. It lays minimal emphasis on the second language or listening to L2 speeches. It is mainly book oriented the learner is expected to study and memorize particular rules and examples. There is no systematic approach for vocabulary or any other particular aspects to the L2. The GTM assumes that language learning is an intellectual activity involving rote learning, memorization of rules and facts related to the language an individual is learning.

### b) Direct method teaching

It is characterized by the use of target language (L2) as a means of instruction in the classroom and by the avoidance of the use of L1. It developed out of discontent with GTM. It emphasizes spoken language especially use of L2. In this method visual aids are highly used. The teachers must have a technical knowledge of L2.

c) Reading as a method teaching

Reading method deliberately restricts the goal of language teaching to training in reading comprehensions at the time when it was developed.

d) Audio-lingual method

It separates the four language skills and promotes dialogue as the chief means of producing / using a language. It emphasizes on the fundamental skill which is speaking and listening depending on certain practice techniques like mimic and memorization. It tries to develop the target language skills without referring to the mother tongue. It views language learning as the acquisition of a practical set of communication skills.

e) Audio –visual method

It is based on the idea that a visually presented scenario provides the chief means of involving the learners in meaningful utterances and concepts. It is based on four stages which are; fundamental stage where the learners became familiar with everyday language, the capacity to talk more consecutively on general familiar with everyday language, the capacity to talk more consecutively on general topics, involves more specialized discourse of professionals and it stresses the social nature and situation embedding of language. Visual presentations are intended to stimulate the social context in which language is used.

To achieve CE the teachers can use the above methods with the following techniques like; listening and responding, oral practice of vocabulary items, oral practice of language patterns, talking about activities/experiences relating to the themes, naming activities relating to themes, reciting rhymes, poems, participating in simple conversations, miming, dramatization, role play,

telling riddles, time, proverbs, stories, participating in simple dialogues, reciting tongue twisters, playing language twisters, playing language games, singing songs, practicing oral composition, answering oral comprehensions, telling news, experiences, interactive classroom talk, greetings, making requests, asking questions, giving commands, making speeches, descriptions, narratives, conversations, giving verbal instructions or group work learning. When the above are used together with teaching / learning resources spoken skills can be developed.

### **2.3 Learning Resources**

Learning resources are learning/teaching aids and equipment's used by the teacher in the teaching process to help in the achievement of objectives in a given task. These include resources like charts, pictures, diagrams, real objects (visual aids) and teacher's pedagogical skills and knowledge, physical facilities like land, water, trees, classrooms, furniture and personnel. The personnel refers to the teachers who will teach the standard one learners. The teachers should be equipped with knowledge and skills to handle and lay a good foundation for speaking skills. Teachers should carefully select and skillfully handle the resources to make their teaching reflective. Besides they should possess the knowledge and criteria in selecting and evaluating the resources. Today, there is vast range of instructional materials that can be used to make teaching and learning more vivid and more interesting. Resources should be selected for their suitability in helping achieve the desired instructional objectives. In addition to this the resources should be attractive to the eyes, ease of handling, novelty and simplicity. No learners like dirty and ugly things. Simple things are preferable to complex ones. These resources help to stimulate interest in pupils and sustain interest in the lesson. Learning resources are very important during teaching

and learning as they motivate the learners, offers variety to the lesson and keeping monotony and boredom at bay thus making learning interesting.

The resources also caters for individual learners differences as they are able to appeal to several senses like smell, feel, taste, hear and see. They help to shorten explanations, make abstract concepts to be understood easily by the learners, provide direct or firsthand experience with the realities of the social and physical environment. Learning resources encourage active participation in the lesson and make learners acquire different skills. They help in developing the learner's observation, imagination and reasoning skills especially when using real objects, exposes the learners to diverse practical experiences through which they relate what they have learnt to the immediate environment, helps to create good teacher and learner relationship as they are able to interact as they manipulate and handle the resources.

According to Wanjohi & Wanjohi (2010) learning resources that enhance the acquisition of the language should be used and manipulated by the learners creating dialogue activities which will involve the thinking and reasoning of the learners. In this context the present study will be expected to make a positive contribution to the literature by analyzing the techniques and interactive activities used by the teachers in standard one and taking their ideas regarding how to improve spoken language in primary schools by using a variety of learning resources. In acquisition and development of resources, time is crucial in that, the resources must be made/collected prior to the lessons and in good time. The teacher should pre-test the resources to see that they help in achieving the objectives of the lesson before presenting them to the learners.

When a teacher prepares for the lesson she/he will be able to know the relevant facilities to be used and the interactive activities to be done in class or outside the classroom.

Selection or choosing of teaching/learning resources should be done carefully by the teachers because all materials should be useful in the learning and also to detect materials which can harm to the learners. Several factors should be considered as in important guidelines for acquisition of the resources like relevance learning experiences must be designed to work towards the realization of the stated goals, cost effectiveness. This refers to the initial expenses incurred in the procurement of the learning resources. The teacher could engage the learners in making their own resources from locally available materials to enhance creativity; aesthetic/appearance resources should be appealing to interest and stimulate the attention of the young children.

The resources should be displayed in an attractive ways to enhance attention span of the learners, durability- resources to last longer without wearing out, availability-the resources should be highly available, easy to make and repair, safety materials should be safe for use to avoid accidents/ injuries, age appropriateness, different age groups have different needs and interests which the teacher should aim at developing when selecting learning resources, versatility-the learning resources should be able to be put to more than one use and lastly variety- children have a short attention span so the need for variety materials is inevitable.

The use of radio as a learning resource has been widely argued to be capable of motivating learners to develop confidence to learn and communicate effectively in English Language. This includes listening to radio presenters as they talk and pronounce different words correctly. This

helps listeners to set up pattern of speech, phrase, and sentence pattern through distance learning (Odera 2006). She further says that broadcast helps to provide opportunity to provide stimulating and rehearsing communicative situation to be encountered outside the language classroom. School radio broadcast English program aims to assist teachers and pupils to develop further the necessary language skills which enable them to improve on their spoken and written English.

### **3.0 FINDINGS AND DISCUSSIONS**

#### **3.1 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 below 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 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 1: 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%
<b>Average</b>		<b>30%</b>	<b>19%</b>	<b>51%</b>

### 3.2 Learning activities that encourage interaction in class

The study sought to find out the activities teachers found difficulties in using to make learning experiences more interesting during English oral lessons. The teachers found difficulties in almost all the activities. Table 2 shows that the suggested learning experiences to make learning more interesting when teaching spoken language in an oral English lesson on rated on an average of 70.9%. This is an evident in that there were only four activities that teachers did not find difficulties in using these were; listening and responding, naming activities relating to themes, Singing songs and telling news/experiences. All the other activities the teachers found difficulties in using. This is summarized in Table 2.

**Table 2: Learners Interactive Activities**

<b>Activity</b>	<b>Difficult to use</b>	<b>Not difficult to use</b>
Listening and responding	15%	85%
Oral practicing of language pattern	85%	15%
Oral practice of vocabulary items	85%	15%
Talking about activities	83%	17%
Naming activities relating to themes	7%	93%
Reciting rhymes and poems	92%	8%
Interacting with audio/visual resource	98%	2%
Practicing in simple conversation	75%	25%
Telling riddles/time/proverbs/stories	78%	22%
Practicing in simple dialogue	96%	4%
Reciting tongue twisters	96%	4%
Playing language twisters	91%	1%
Playing language games	63%	37%
Singing songs	2%	98%
Practicing oral composition	88%	12%
Answering oral comprehension	68%	32%
Telling news/experiences	11%	89%
Miming activities	94%	4%
Dramatization	90%	10%
Role playing	90%	10%
<b>Average</b>	<b>70.9%</b>	<b>29.1%</b>

### 3.3 Use of learning resources in speaking lessons

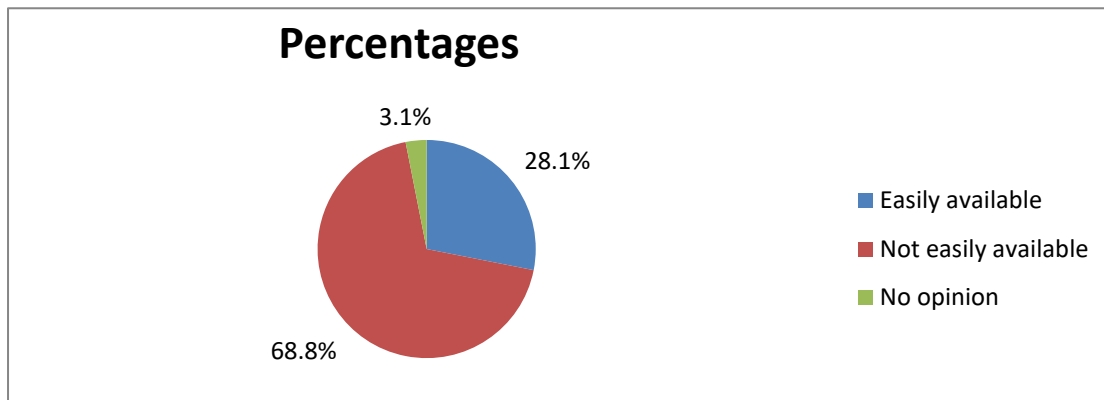
The study sought to find out the use of teaching/learning resources by the teachers while teaching speaking skills in the English oral lessons.

#### 3.3.1 Availability of text books

From Figure 1 the study results indicate that the necessary text books are not easily available as shown by 68.8% while only 28.1% of the respondents felt that the text books were easily available. This high percentage shows that the text books are not easily available, and therefore their use as a teaching and learning resource in class is limited.



**Figure 1: Availability of textbooks**



**3.3.2 Sources of teaching and learning resources**

From Table 3 the study results indicates that most of the Teaching and Learning resources are those that are prepared by the teachers as indicated by 41.3% average and those prepared by the Ministry Of Education at 6.6%. The Teaching and Learning resources were also purchased from the bookshops by the school at 21.6% and parents at 11.4%. Collected Teaching and Learning resources from the surrounding was done by the pupils at 3.6% while other Teaching and Learning resources were improvised from the local materials by the teachers. Only one school sampled that a well wisher had donated textbooks and teaching and Learning resources when the school was being started. This is because it was started recently and it is the furthest school in the district.

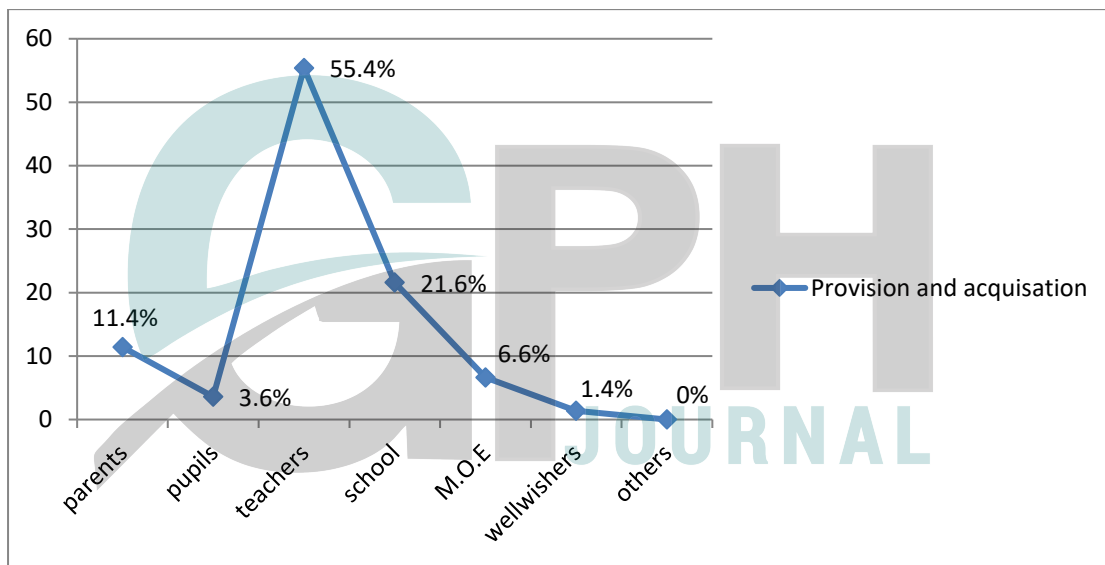
**Table 3: Sources of teaching and learning resources**

Responses	Parents	Pupils	Teachers	M.O.E	Well wishers	School	Average
Prepared	0%	0%	34.7%	6.6%	0%	0%	<b>41.3%</b>
Donated	0%	0%	0%	0%	1.4%	0%	<b>1.4%</b>
Purchased	11.4%	0%	0%	0%	0%	21.6%	<b>33%</b>
Collected	0%	3.6%	0%	0%	0%	0%	<b>3.6%</b>
Improvised	0%	0%	20.7%	0%	0%	0%	<b>20.7%</b>

### 3.3.3 Provision and acquisition of teaching and learning resources

From the Figure 4 the study results shows that provision and acquisition of teaching and learning resources are mostly facilitated by the teachers as shown by 55.4% average followed by the school 21.6%. The parents provided 11.4%. It indicates that the Ministry of Education also provided Teaching and Learning resources at 6.6%. The pupils were also involved in acquiring of the Teaching and Learning Resources as shown by 3.6% and well-wishers at 1.4%.

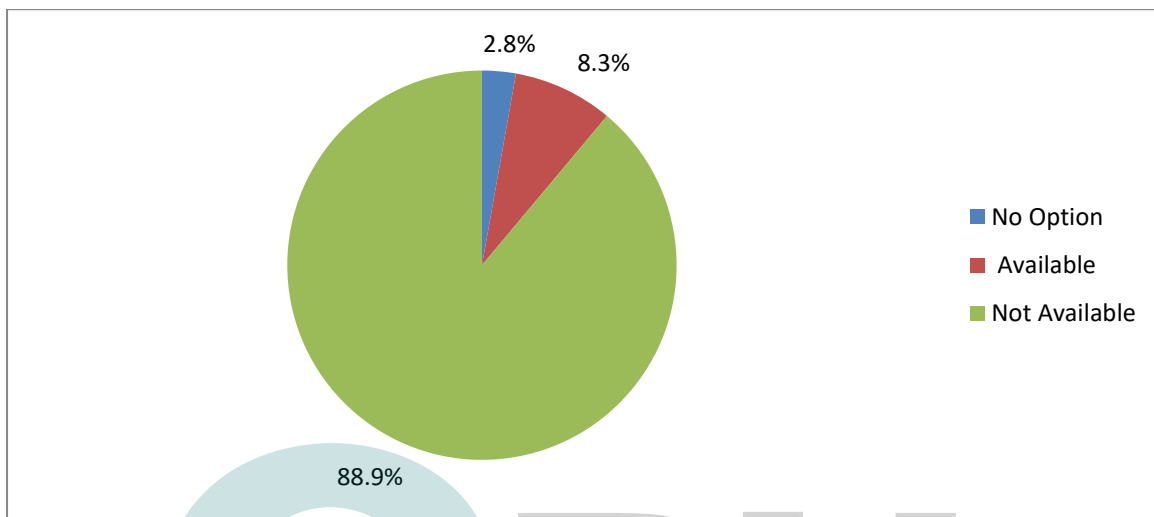
**Figure 4: Provision and acquisition of teaching and learning resources**



### 3.3.4 Availability of teaching and learning resources

From the Figure 5 the study results indicates that the availability of Teaching and Learning resources when required were very low. This was evident from the Figure 4.7 in that the high percentage of 88.9% shows that the Teaching and Learning Resources are not available when required. The lower percentage of 8.3% indicates that the Teaching and Learning Resources are available while 2.8% had no opinion.

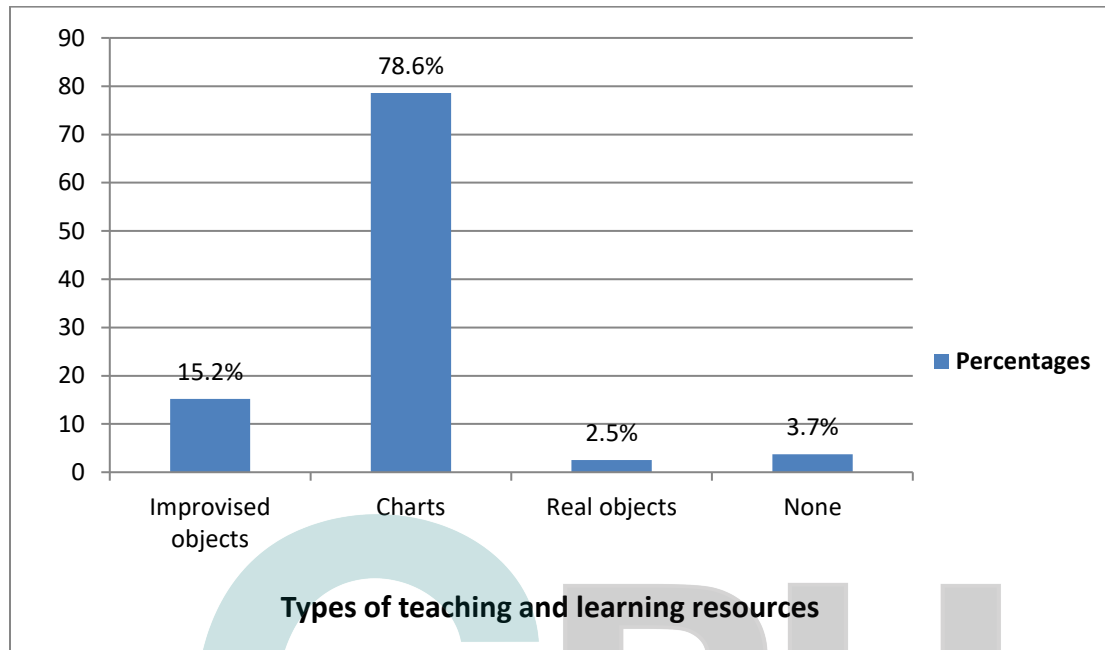
**Figure 5: Availability of Teaching and Learning Resources**



### 3.3.5 Types of Teaching and Learning Resources used by teachers

The study also sought to find out the different types of teaching and learning resources teachers use when teaching speaking skills. Figure 6 indicates that the teachers preferred to use charts as shown by the high percentage of 78.6% followed by improvised objects at 15.2%. Some of the teachers said that they did not use teaching and Learning Resources as shown by 3.7% while the lowest used real objects at 2.5%.

**Figure 6: Types of teaching and learning resources**



#### 4.0 CONCLUSIONS AND RECCOMENDATIONS

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

That use of interactive techniques in teaching in spoken language in primary school is largely influenced by the experience, level of training of teachers and the degree to which the available resources are put forth for the purpose of developing speaking skills. Training and experience are therefore important prerequisites for the interactive techniques in teaching and for spoken language to meet their strategic goals and objectives and keep pace with social, economic and political changes that continuously demand new ways of facilitating child development.

That although sources of revenue and adequacy of facilities are very key factors in the interactive techniques in teaching, physical facilities and learning resources in primary schools are largely inadequate, hence the need for the government and parents to device ways through

which the funding status of primary school can be improved and strengthened. This would avail adequate funds to continuously upgrade and expand existing facilities for interactive techniques in teaching. Standard one learner's will be provided with a wide range of teaching/learning resourced which will enable them to use all their senses. They will be motivated to learn, keep boredom at bay, sharpen their thinking as they engage in dialogues and as they critically discuss the teaching/learning resources hence developing speaking skills.

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.
- iii. The use of interactive techniques in teaching spoken language in primary school needs more boost be it from the private sector, government, parents and teachers need to ensure a sustained means of development of all primary schools. Therefore the study recommends an increase in the budgetary allocation of primary schools by government to

enable the schools meet their strategic objectives and upgrade their facilities. This will provide a favorable working environment for staff and pupils to meet their targets.

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