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Attitude of Teachers and Learners towards the Use of the Eclectic Method in Teaching English in Public Primary Schools, in Eldoret East Sub County, Kenya

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Abstract:

The study sought to investigate the attitude of teachers and learners towards the use of eclectic method in teaching and learning of English in Primary Schools, in Eldoret East Sub County. This study was based on Krashens,' Theory of Second Language Acquisition which support the best means of learning and instruction in English are those that supply comprehensive input to the learner. The study was carried out in Eldoret East Sub County of Rift Valley province. Stratified random sampling was used to select 39 schools out of 131 registered Primary Schools in the Sub County. Simple random sampling was used to select the teachers of English in the sampled schools. Purposive sampling technique was used to select key resource teachers of English from the selected schools. Data was collected by means of classroom observation and interviews. Descriptive statistics (frequency and percentages) was used to compare the use of the eclectic method in teaching of English in both public and private primary schools. The use of Eclectic method on the teaching and learning of English was varied during the study. The use of EM enabled the teachers achieve the objectives of learning easily as learners understand the concepts easily and acquire knowledge as learning becomes fun and innovative. The use of EM enhances effective learning of English as more knowledge/ information is retained for a long time that enables learners to speak fluently and perform better grammatically. The use of EM in teaching of English breaks boredom and creates room for acquiring more concepts. Teachers will be expected to be 'extended professionals' confident and articulate about their aims possessing a varied repertoire of professional skills and accountable for their pupils achievements. Teachers need to have a positive attitude towards teaching English as a second language. Teachers should acquire knowledge about the subject content and teaching skills so as to be competent when teaching English.

Keywords: Role, eclectic method, attitude, English

1. Introduction

Language is used in establishing rapport. Language including English has the power of bringing pupils and teachers together to start a social and academic interaction. For teachers and pupils to meet and start talking is so normal that we tend to assume that it happens naturally, without any deliberate action by the participants. We are familiar with fixed expressions, such as the greetings that are exchanged between pupils and teachers, but seldom give thought to what they are meant to do for us, Webb and Kembo-Sure (2000). Language is useful in exercising authority between teachers and pupils as English language is the medium of instruction in upper primary classes, MOEST (2001). The teaching of English as laid down in the syllabus, adapts a thematic approach whereby all the four basic language skills like; listening, speaking, reading and writing are taught in the context of these themes. The themes are carefully selected to take into consideration experience of day-to-day life, the learner's expectations for the future, the level objectives as well as the national goals of education. At the end of the primary cycle, it is expected that the learner should be able to communicate fluently, independently and accurately in English, KIE, Primary Education English Handbook (2006).

Barasa (2005) says English is at the heart of the national curriculum .All other learning depends crucially upon the mastery of the fundamental skills of the English language which are vital not only for educational purposes but also for our economic growth and competitiveness. It is therefore important for teachers of English to ensure their learners are competent in the language by using the eclectic method in order to gain maximum results. Omamo (2009) carried out a study on the influence of mother tongue and culture on the teaching and learning of English language in Isukha – western Kenya. He says language is used in expressing feelings and emotions. Language not only enables us to talk about the world and to display our knowledge and thoughts; it also provides us with a facility to express our intimate feelings, opinions and attitudes. Language makes it possible for teachers to influence pupils to feel as they do. Another basic use of language is to give information. Teachers and pupils communicate using language.

According to Blumberg (2008), learner-centred teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning. She further goes on to say that learners are actively engaged in inquiry based thesis. A study on 'The practice of learner-centred method in

upper primary schools of Ethiopia', carried out by Wudu (2006) showed that teachers appreciate learner centered methodology, (LCM), They believe that LCM gives a chance for the students to help each other by sharing ideas, gives an opportunity to do practical skills, be active participants and be creative independently. In addition LCM increases students' achievement helps to develop their self-confidence and make students free by avoiding fear and help students to be free from expecting everything from the teachers.

According to Skillings (2002) in India English language Teaching Strategies used by Primary Teachers indicate that some primary schools in New Delhi start formal instruction by including a nursery school for four year old children while some begin instruction for children at the age of five in kindergarten. The study showed that instruction is in English and learning to listen, speak, read and write in English is the goal. Three strategies were therefore used; Demonstration, choral drill and 'look and say'. The findings from the study shows that kindergarten teachers used demonstration effectively in the teaching nursery rhymes and songs and was seen at all levels through class five. The findings also indicated that demonstration was however relied on more frequently in kindergarten and progressively used less through the class levels.

Active learning also gives the teacher time to perform the helping teacher functions of coach, listener and advocate. Wudu (2006) found out that teachers mostly employ learner – centred methodology in their classrooms that they gained in the training in college. Some of the commonly used methods in their classrooms include group work, assignment, discussion, practical activities, questioning and answering presentation, field trip, guest presentation and team teaching. However, Nsubuga, (2000) asserts that there are probably as many approaches, interpretations and definitions of how to teach as perhaps there are school teachers. He says each person learns to use a style suited to his/her individual skills, the pupils' capabilities and the expectations of the head teacher and parents.

Gachathi Report (1976) advised that English language should be used as from standard four to university. All other learning depends crucially upon the mastery of English language. As a medium of instruction in Kenyan schools it is a very important subject both in our curriculum and as a service subject. In schools, children learn English in order to use it as a medium of instruction and communication (MOEST, 2001). The Kenyan Ministry of Education places great importance on the development of English language alongside other subjects taught in schools. It has always been a compulsory subject in Kenya's system of education. Gicobi (2010) says that there is too much emphasis on national examinations at the expense of meaningful learning. Every year after the release of the standard Eight and Form Four national examination results, there is always a nationwide concern about the candidates' dismal performance in English. A KNEC, 2009 report, revealed that English was poorly performed compared to other subjects in the 2008 KCPE examination. Due to these complaints regarding poor pupil performance in English, the present study sets out to establish the main cause of this problem. This study aims to investigate whether eclectic methods (EM) used by teachers has any role in enhancing the teaching and learning of English in primary schools.

1.1. Statement of the Problem

According to Floresar (2008) the eclectic method is a combination of different learning approaches. The method effectively works for pre-schoolers and can be applied for primary schoolers and up as well. An eclectic approach therefore means using a variety of methods in dealing with a subject or task. In the Eclectic Approach, the teacher plays and communicates with the learner. It is the way the child has of making sense of the world in which the child lives, and of developing the child's skills - emotionally, socially, intellectually and physically. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner.

English is an important subject in Kenyan schools. It is the official language of communication and as such children need to be fluent in oral and written English (MOEST English module, 2001). English is a compulsory subject in Kenyans curriculum. Teachers of English need to focus on the development of children's language skills, that is, the skills of speaking, listening, reading and writing. Teachers also need to understand the problems children face when learning English and ways to overcome them (MOEST English module, 2001).

Despite the importance attached to English, pupils' performance at K.C.P.E has continued to drop Aduda (2003), showed that there was a marked drop in English composition scores that is from 47 percent in 2007 to 42 percent. There has been a national outcry on the performance of English in both primary and secondary schools. Barasa, (2005) notes that universities have voiced concern about receiving new students who can hardly write, read and hold discussion in English. It is noted that the poor performance recorded in English directly affects the performance of all other subjects offered in the school curriculum whose medium of instruction is English. In teaching English, teachers need to vary their teaching methods in order to help each child realize their learning potential, (MOEST, English module, 2001). According to the Primary Education English Handbook (2006), it is advisable for teachers to integrate different methods in the teaching so that one can teach effectively. This integration of methods is called an eclectic method which is important based on the fact that a teacher may change the teaching style to reach pupils in the classroom and to develop the pupil's knowledge and understanding to the maximum. In a general sense all teaching methods are used to implant and develop ideas and concepts as well as skills in the pupils. From this analysis, the study sought to identify the attitude of teachers and learners towards eclectic method in English.

1.2. Theoretical Framework

This study was based on Stephen Krashen's (1988) Theory of Second Language, acquisition. It mainly utilized the two hypotheses, specifically the input and affective filter hypothesis. According to Krashen (1988), many factors influence the development of a second language. These include age at first arrival, first language proficiency and type of instruction including contextualized instructional situations and opportunities to use language. Pupils must be exposed to rich learning environments with regular

opportunities to practice language and literacy skills in the new language. Krashen (1988) asserts that the best methods of second language teaching and learning are therefore those that supply comprehensive input in low anxiety situations, containing messages that learners really want to learn. These methods do not force early production in the language, but allows learners to produce when they are ready recognizing that improvement comes from supplying communicative and comprehensive input and not from forcing and correcting production. The use of the eclectic method in the teaching and learning English may help learners acquire language in comprehensible input they are exposed to.

Krashen (1985) input hypothesis is considered relevant to this study because it claims that learners acquire language through comprehensible input that they are exposed to. The implication of the input hypothesis to this study is that the best means of learning and instruction in English are those that supply comprehensive input to the learner. It also implies that learners with wider exposure to English will be better in it than those without. In other words, when the filter is 'up' it impedes language acquisition on the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. The teacher of English should use varied techniques (Eclectic method) during instruction to enable language acquisition by the learner.

2. Literature Review

2.1. *The Eclectic-Approach to Teaching English*

An eclectic approach allows language teachers "to absorb the best techniques of all the well – known language – teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate." Learners are not expected to have all reached the same level at the same time. Teachers therefore need, to be creative in using different approaches to capture the learning interest and curiosity of the learners whether young or old. Teacher Nelle considers that the most practical approach a school can adopt is the eclectic method because it is when "teachers combine different strengths from different philosophies and where most of the time, they use their own unique theory creativity and vision".

In the Eclectic Approach, the teacher plays and communicates with the learner. It is the way the child has of making sense of the world in which the child lives, and of developing the child's skills - emotionally, socially, intellectually and physically. At Children's House International School (CHINS), the eclectic method was adopted based on the belief that children should be valued as unique individuals. The method was chosen so that teachers can apply individually what they feel is appropriate for each child. Their curriculum is therefore creative, innovative and imaginative. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner.

Syomwene (2009) carried out a study on teacher competencies in the teaching of English oral communication skills in upper primary schools in Nandi North Sub County. She found out that majority of the pupils are dependent on classroom instruction if they are to speak English correctly. Syomwene emphasizes that the teacher has a central role to play in the teaching of English and this calls for the teacher to have the necessary competences that is knowledge and skills in the teaching of English. The present study however, will investigate the role of Eclectic method in teaching and learning English. Kembo –Sure (2006) cites the standards of the teacher as one of the reasons for the poor performance in English language in Kenya. This study will find out how effective teachers use Eclectic method.

Wamakonjio (1986) noted that in Kenya, a child's language acquisition, development and use of English is often left entirely to the often overworked English language teacher. He says there is a tendency in schools to dismiss all problems of understanding or expression in any subject at all as language problems concerning the teacher of language in this case English. He further states that what most teachers and pupils fail to understand is that although failure to understand mathematical concepts or those of science or Geography may be due to pupil's linguistic inability.

In the classroom, it is accorded so much importance that it has been given more lessons, five in class one to three (lower primary) and seven in upper primary that is class 4-8 (Kenya Institute of Education Syllabus, 2002). English is a major lingua franca, that is, it is used by Kenyans from different linguistics backgrounds for communication. It is no longer regarded as a foreign language in Kenya (Kembo-Sure and Webb, 2000). In spite of the strong policy support for English, its performance has been relatively poor. The study faults methods used by teachers who have concentrated on making children pass exams rather than helping them to actually learn.

2.2. *The Attitude of Teachers and Learners towards the Instructional Methods in English*

English is acceptable as an essential core subject on the curriculum because it is believed to be the main influence in schools in helping the children to use language and to communicate effectively, Peacock, (1990). Parents, employers and teachers of other subjects see it as the responsibility of the teacher of English to ensure that pupils can read effectively for a range of purposes, can write clearly and accurately and can talk and listen effectively in a variety of contexts. Some teachers don't like to teach English for several reasons.

There are probably as many approaches, interpretations and definitions of how to teach as perhaps there are school teachers, Nsubuga (2000). Each person learns to use a style suited to his or her individual skills, the pupil's capabilities and the expectations of the head teacher and parents. Nsubuga goes on to say that the importance of a variety of methods is based on the fact that a teacher may change the teaching style to reach pupils in the room and to develop the pupil's knowledge and understanding to the maximum. In a general sense, all teaching methods are used to implant and develop ideas and conceptual skills in the pupils. Methods overlap each other. Mukwa and Too (2002) say methods are needed to expose the learner to knowledge and experiences helpful in the development of understanding, critical thinking, practical skills and interest to be developed through a particular subject.

Nsubuga (2000) asserts that it is the duty of teachers to discover the best method to achieve the objective of their lesson of the day. When preparing the methods to achieve the objective of the lesson, the teacher should consider the emotional and mental make-up of the pupils. It is important to think about what is going to be taught in a particular lesson and the method to be employed as well. It is important for teachers to be aware of the available strategies and methods for purposes of making a suitable choice when it comes to instruction Kithinji et al (2007). The eclectic method should be chosen so that teachers can apply individually what they feel is appropriate for each child.

MOEST, (2001) give some reasons as English syllabus is too wide and demanding and that the subject is a feminine one. Some teacher's say English is hard to learn as it is influenced by other languages spoken in the area for example Kiswahili and Mother Tongue. Others are discouraged by the other teachers who don't see the need to emphasize the language in the school. It is the work of the teacher of English to think of the best methods to encourage pupils to like English which makes teachers develop a negative attitude. Sometimes, there are not enough English books available and the text books do not give enough practice exercises.

Bridges (1993) gave various gender stereotypes that discourage both the teacher and the pupil from teaching and learning English properly. Some stereotypes talk about English being thought of as a girl's subject, this view may be reflected in teacher's work. Lack of confidence can result when a teacher is afraid to teach English, especially if they had not performed well in the subject at secondary school level. Lack of confidence can also be caused by gender stereotypes in isolated cases MOEST (2001). This is because the teacher is not quite familiar with the content. Planning well can develop their confidence.

Some communities view schools as places where good morals can be corrupted because of the amount of time they spend with boys. The long distance that girls may travel between school and home also worries parents MOEST (2001). Such stereotype thinking negatively affects the educational opportunities for our girls. Boys may need more time to answer question in traditionally female subjects. The problems can be aggravated by the fact that female teachers, who in most cases teach English language, may be less interested in boys who are not good in language comprehension.

Barasa, (2005) explains the need for change in schools. He says the change should begin with policies that will help change the attitude of other members of staff towards English. The evidence from the target groups suggests that one such solution would be to mark the use of English in other subjects. When teachers of other subjects use English in their instruction all the time, the attitude of both pupils and the teachers would change positively towards English.

Children require texts that are both challenging and supportive, if they are to progress and sustain the motivation and interest that makes them effective, responsive readers, Moore and Wade (1995). As well as support and challenge, another essential of provision for reading development is responsibility. Provision needs to be structured so that children take control of the strategies that make independent readers. The strategies are whole class activities that give children some responsibility for their own learning. They are supportive strategies, structured in that they require the supervision and support of the teacher to enable the child to proceed through what Vygotsky (1978) described as the 'zone of proximal development'; in other words, for the teacher to achieve independently tomorrow what is done with help and support today. Furthermore, the learning situation has to be positive and enjoyable to allow the child's self confidence and self-esteem as a reader to develop and flourish.

According to Floresar (2008) a specialist in Early Childhood Education and Special Education in the children's House International School (CHINS) in Marikina city, learning should be fun and innovative due to the unique nature and capabilities of each child. She says, teachers cannot expect from learners to have all reached the same level at the same time. Teachers need to be creative in using different approaches to capture the learning, interest and curiosity of the learners whether young or old. Teacher Nelle considers that the most practical approach a school can adopt is the Eclectic Method because it is when teachers combine different strengths from different philosophies and where most of the time, they use their own unique theory, creativity and vision. In Eldoret East the teaching of language is compromised by teaching skills and teacher attitude to the language. Teachers ought to use different approaches in planning of the whole process of learning and teaching of English. The use of Eclectic teaching methods emphasizes on teachers method of instruction in class that enhances the teaching and learning of English.

3. Methodology

3.1. Research Design

This study adopted a constructivist approach (Cohen and Manion, 1994). Constructivists do not generally begin with a theory (as with post positivists) rather they "generate or inductively develop a theory or pattern of meanings" (Creswell, 2003) throughout the research process. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be utilised in a way, which supports or expands upon qualitative data and effectively deepens the description.

The research employed descriptive survey research design. Kerlinger (2004) says descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. Through descriptive survey, Kerlinger says, views, opinions and suggestions for improvement of educational practice have been collected. Kombo and Tromp, (2006), state that the major purpose of descriptive research is description of the state of affairs as it exists. This design was chosen because of the nature of investigation to be carried out, that is, investigating the use of Eclectic Method in enhancing the teaching and learning of English in Eldoret East Sub County. The research tools were the interviews and observation suitable for a descriptive survey research design (Kombo and Tromp 2006).

3.2. Target Population

The target population was 131 Key Resource Teachers (KRT English) and 115 public and 16 private school teachers of English in Eldoret East Sub County.

3.3. Sample Size and Sampling Procedures

According to Kerlinger (2004) a sample of 30% is representative of the population to be studied. Accordingly, the researcher worked with 30% of the total population. Thus 30% of the 131 registered primary schools were selected for the present research. As such a sample size of 39 schools was selected from the total number of 131 primary schools in the Sub County. These were selected by first stratifying them into private primary schools and Public Primary Schools then using simple random sampling technique to select 39 schools for the main study.

The researcher used teachers of English from the 39 schools. These teachers were selected using simple random sampling technique. Purposive sampling technique was used to select key resource teachers (KRTs) of English from the selected schools. A total of 78 respondents participated in the study.

3.4. Research Instruments

The observation, interview schedule and document analysis research instrument were used to collect data in this study. The observation technique provides information about actual behaviour in the classroom. Direct observation allows the researcher to put behaviour in context and thereby understand it better, Kombo and Tromp (2006). As such, the researcher conducted observations in the classes that formed research data collection centres. The purpose of conducting the observations was to establish the use of the Eclectic method in enhancing the teaching and learning of English. Observation check list was prepared for the observation.

An interview method of collecting data involves presentation of oral – verbal stimuli and the reply in terms of oral –verbal responses (Kothari, 2004). The interview method provides for qualitative and in-depth data as it presents opportunity to explain the purpose of the study. It ensured that there is clarification of views and opinions which would not be clearly tackled during the actual class room teaching observation. Key Resource Teacher of English was interviewed in order to find out the use of EM in teaching and learning English.

The study checked records concerning the use of Eclectic method in the teaching and learning of English. The records include; Primary English syllabus, KIE Primary English Handbook, Schemes of work, Ministry of Education Circulars, English Core Module and Lesson Plans belonging to teachers of English. These records helped establish the use of EM on teaching and learning English.

3.5. Validity and Reliability of Research Instruments

To ensure the reliability and validity of the research instruments a pilot study was carried out in the neighboring Sub County of Keiyo. The area was used for piloting because it shares many things in common with Eldoret East Sub County, for example, topography, climate and economic activities. Piloting eliminated ambiguous items, repeated and irrelevant items. According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences, which are based on the research result, that is, the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Therefore, the questionnaire or interview schedule are said to be valid when they measure the intended parameters. The need to test the content validity of the research instruments is inevitable. This served to ascertain that the document produced became relevant to the objectives of the study. Reliability has been described by Mugenda and Mugenda (2003) as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The reliability was established through the test re-test method. The research instruments were administered to the same pilot group twice after a given interval. The Cronbach's Coefficient Alpha of 0.50 implied that the research instruments were reliable and therefore the researcher adopted the research instruments, Mugenda and Mugenda (2003). From the pilot study the Cronbach coefficient Alpha was 0.766 showing that the research instrument was reliable and the researcher proceeded to collect data.

3.6. Data Analysis Procedures

After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings. The data collected was expected to answer questions on the role of Eclectic method in enhancing the teaching and learning of English as a second language; the attitude of teachers in the use of EM and find out the problems faced by teachers in the use of EM. This included the data on teacher's use of EM in language teaching from classroom observation. Quantitative data was analysed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics were employed to analyze quantitative data. The statistics used include frequency counts and percentages. The results of data analysis were presented using frequency distribution tables. The inferential statistics was done by the use of t-test to compare the use of various teaching methods in teaching of English.

4. Results

The objective was to establishing the use of various methods to achieve objectives and the teacher beliefs about teaching English language using eclectic, the teacher beliefs in teaching English language, determining the frequency of using various methods of instruction.

4.1. The use of EM in teaching English

The teachers identified the use of eclectic method in teaching English was varied as summarized in Table 1. All the private school teachers identified that the use of EM in teaching English yields results and enhance understanding of the language and makes learning lively, learner centered and objective is easily achieved.

The Use of EM in teaching English	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
It enhance the pupils to improve gradually in writing and speaking	21	61.8	13	38.2	4	80.0	1	20.0
It yields results and enhance understanding of the language	25	73.5	9	26.5	5	100.0		
It caters for all the skills learned i.e. listening, reading, speaking and writing	23	67.6	11	32.4	4	80.0	1	20.0
Is a good method of teaching as it caters for the slow and the high achievers	26	76.5	8	23.5	3	60.0	2	40.0
It makes learning lively, learner centered and objective is easily achieved	28	82.4	6	17.6	5	100.0		
It caters for individual differences	28	82.4	6	17.6	3	60.0	2	40.0
It exposes the learner to variety of exposure to English	26	76.5	8	23.5	3	60.0	2	40.0
It diversifies the approaches of teaching concepts in English.	21	61.8	13	38.2	3	60.0	2	40.0

Table 1: The Use of EM in teaching English

Majority of teachers in private schools 4 (80%) identified that the use of EM in teaching English enhances the pupils to improve gradually in writing and speaking and caters for all the skills learned i.e. listening, reading, speaking and writing. Majority of teachers in private schools 3 (60%) identified that the use of EM in teaching English is a good method of teaching as it caters for the slow and the high achievers, although it needs thorough preparation, caters for individual differences, exposes the learner to variety of exposure to English and diversify the approaches of teaching concepts in English. Majority of teachers in public schools 28 (82.4%) identified that the use of EM in teaching English makes learning lively, learner centered and objective is easily achieved and caters for individual differences. Majority of teachers in public schools 2 (67.6%) identified that the use of EM in teaching English is a good method of teaching as it caters for the slow and the high achievers, although it needs thorough preparation and exposes the learner to variety of exposure to English. However, 25 (73.5%) views EM yields results and enhance understanding of the language and 21 (61.8%) enhance the pupils to improve gradually in writing and speaking and diversify the approaches of teaching concepts in English.

The role of EM in teaching of English was varied during the study as it makes teaching fun, innovative and enjoyable and makes learning objectives easily achieved. The learners participate in the lesson and bring out capabilities of learners and cater for individual needs. The listening, reading, speaking, and writing skills in English are fully realized to enhance the learning of English by arousing and maintaining learners interest. The EM makes the teaching real and practical. EM facilitates retention and builds confidence and good leadership qualities in learners and learners are exposed to larger areas of learning hence teaching objectives are easily achieved. From the study it showed that the KRT identified that they use EM in teaching of English lessons in their schools. The influence of Eclectic method on learning English in class was varied amongst the KRT, since they make the learners alert, develop listening skills and become active in class and participate in class activities. The EM was also identified to influence the learner's concentration and interests that will allow class discussion. The EM reinforces facts when it is properly used in class as the learners develop memory language and confidence. Eclectic method explore the use of sensory that makes learning meaningful by reinforcing the conceptualization of concepts and learning becomes real and pupils perform better. The EM motivates learners through participation to acquire the skills through asking of questions for easy achievement of objectives of the study. The KRT identified that the effect of using EM on the teaching and learning of English was varied during the study. The use of EM enabled the teachers achieve the objectives of learning easily as learners understand the concepts easily and acquire knowledge as learning becomes fun and innovative. The use of EM enhances effective learning of English as more knowledge/ information are retained for a long time that enables learners to speak fluently and perform better grammatically. The use of EM in teaching of English breaks boredom and creates room for acquiring more concepts.

4.2. Taking into Consideration the Opinion of Learners when Deciding on a Teaching Method

From the study findings it showed that majority of the teachers takes into consideration the opinion of learners when deciding on a teaching method as shown in Table 2. The teachers who take into consideration the opinion of learners when deciding on a teaching method was more in public school than in private schools. The teacher who takes into consideration the opinion of learners when deciding on a teaching method identified that they are given room to evaluate the teaching method that suites the pupils and achieve the objectives of the study easily.

		Take into consideration learners opinion		Total
		Yes	No	
Category	Private	3	2	5
	Public	20	14	34
Total		23	16	39

Table 2: Cross tabulation on Consideration of learners opinion

The KRT identified that the consideration put in mind when choosing a teaching method included the level, ability and interest of the learners. The age of the learners and kind of concept to teach was also considered during the study. The KRT identified that they considered the time allocated for the lesson, teaching aids available and its effectiveness when choosing the teaching method. The entry behavior of learners, size of the class, the catchments area and resources available was also considered during the selection of teaching method. The mental and emotional capabilities of the learners were also a factor when choosing the teaching method.

4.3. Advantages of using Eclectic Method of Teaching English

The advantages of using eclectic method of teaching English was varied with the school as summarized in Table 3. All the teachers in private school identified that the advantage of EM was that objectives are easily attained. Majority of private school teachers 4 (80%) identified that EM increase the achievement of teaching English and stimulate language development and aid in knowledge retention, however 3 (60%) identified that EM was easy to understand and makes the lesson lively, raises the mean scores, builds various skills in reading and speaking English, topics taught will be learner centered and high retention of content achieved.

Majority of public school teachers 32 (94.1%) identified that EM builds various skills in reading and speaking English, with 31 (91.2%) attained objectives easily, 29(85.3%) stimulate language development and aid in knowledge retention, 26 (76.5%) builds a good relationship between teachers and pupils and 25 (73.5%) increases the achievement of teaching English. The findings from the study on the role of the Eclectic method showed that EM influences learning in class.

Advantages of using Eclectic Method	Public				Private			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Easy to understand and makes the lesson lively	18	52.9	16	47.1	3	60.0	2	40.0
Raises the mean score	16	47.1	18	52.9	3	60.0	2	40.0
Increases the achievement of teaching English	25	73.5	9	26.5	4	80.0	1	20.0
Builds a good relationship between teachers and pupils	26	76.5	8	23.5	4	80.0	1	20.0
Objectives are easily attained	31	91.2	3	8.8	5	100.0		
It stimulate language development and aid in knowledge retention	29	85.3	5	14.7	4	80.0	1	20.0
Builds various skills in reading and speaking English	32	94.1	2	5.9	3	60.0	2	40.0
Topics taught will be learner centered	17	50.0	17	50.0	3	60.0	2	40.0
High retention of content	19	55.9	15	44.1	3	60.0	2	40.0

Table 3: Advantages of using Eclectic Method of teaching English

EM makes learners to be alert, develop listening skills and become active in class. It also influences learner's concentration and interests that will allow class discussion. These findings confirms Krashens (1988) input hypothesis which asserts that the best methods of second language teaching and learning are those that supply comprehensive input in low anxiety situation, containing messages that learners really want to learn. These methods allow learners to produce when they are ready recognizing that improvement comes from supplying communicative and comprehensive input and not forcing and correcting production. This agrees with Barasa, (2005) that there is a need for change in schools as teachers of other subjects use English in their instruction all the time, the attitude of both pupils and the teachers would change positively towards English.

4.4. The Teacher Beliefs about Teaching English Language Learners

The teacher's beliefs and guiding principles about teaching English language learners were varied as summarized in Table 5. All the KRT believed that the guiding principles in the teaching English language lacked positive attitude, hence prefers their first language and lessons should be learner centered. Majority of the KRT 20 (51.3%) identified that the first language may interfere with learning the second language, and 19 (48.7%) did not believe that the first language may interfere with learning the second language. Majority of the KRT 29 (74.4%) identified that the English language is wide therefore a lot of work should be done and 10 (25.6%) did not believe that English language is wide. Majority of the KRT 32 (82.1%) identified that the teachers must be conversant and able to communicate well in English language and 7 (17.9%) did not believe that teachers must be conversant and able to communicate well in English language.

Teacher beliefs about teaching English	Agree		Disagree	
	Freq	Percent	Freq	Percent
The first language may interfere with learning the second language	20	51.3	19	48.7
Oral communication significantly relates to writing skills in English.	16	41.0	23	59.0
English language is wide therefore a lot of work should be done.	29	74.4	10	25.6
Teachers must be conversant and able to communicate well in English language	32	82.1	7	17.9
The learner to master skills and have positive attitude towards the subject.	36	92.3	3	7.7
The teacher believes that English is a foreign language thus influenced by mother tongue	35	89.7	4	10.3
Learners are slow to understand English	38	97.4	1	2.6
English should be practically spoken	18	46.2	21	53.8
Most learners lack a positive attitude in English hence prefers their first language	39	100.0		
Lesson be learner centered	39	100.0		
Enable learners to read and write well	33	84.6	6	15.4

Table 4: Teacher beliefs about teaching English language learners

Majority of the KRT 36 (92.3%) identified that the learner should master skills and have positive attitude towards the subject while 3 (7.7%) did not believe that a learner should master skills and have positive attitude towards the subject. Majority of the KRT 35(89.7%) identified that teacher beliefs that English is a foreign language thus influenced by mother tongue and 4 (10.3%) did not believe that English is a foreign language thus influenced by mother tongue. Majority of the KRT 38 (97.4%) identified that learners are slow to understand English and 1 (2.6%) did not believe that learners are slow to understand English. Majority of the KRT 33 (84.6%) identified that to enable learners to read and write well and 6(15.4%) did not believe that to enable learners to read and write well. Majority of the KRT 23 (59%) identified that the teacher do not believe the oral communication significantly relates to writing skills in English and 16 (41%) did not believe that oral communication significantly relates to writing skills in English. Majority of the KRT 21(53.8%) identified that the teacher do not believe that English should be practically spoken and 18 (46.2%) believe that English should be practically spoken.

4.5. Frequency of Using the Various Methods of Instruction

The KRT identified that the frequency of using instructional method in teaching of English Lessons in their schools was varied as summarized in Table 6. The frequency of using the various methods were obtained by assigning the score to the frequency of usage, with the highest score being often with three, followed by occasionally represented by two and lastly not at all with the last score of one. The mean of the score was also computed to show the average score of the frequency. The methods of instruction that were often used include demonstration, problem solving, question and answer, explanation and group work. The methods of instruction occasionally used include role play, simulations, project method, inquiry and field trips. However, the method of instruction not at all used was the use of resource persons. From the study it showed that methods of instruction used often include demonstration, problem solving, question and answer, explanation and group work.

Frequency of using the Various Methods	Often		Occasionally		Not at all		Mean
	Freq	Percent	Freq	Percent	Freq	Percent	
Discussion	32	82.1	7	17.9			2.8205
Demonstration	24	61.5	15	38.5			2.6154
Problem solving	28	71.8	7	17.9	4	10.3	2.6154
Role play	12	30.8	25	64.1	2	5.1	2.2564
Simulations	8	20.5	28	71.8	3	7.7	2.1282
Question and answer	35	89.7	3	7.7	1	2.6	2.8718
Project method	4	10.3	27	69.2	8	20.5	1.8974
Inquiry	6	15.4	23	59.0	10	25.6	1.8974
Field trips	2	5.1	29	74.4	8	20.5	1.8462
Use of resource persons	1	2.6	9	23.1	29	74.4	1.2821
Explanations	35	89.7	2	5.1	2	5.1	2.8462
Group work	26	66.7	10	25.6	3	7.7	2.5897

Table 5: Frequency of using the various methods of instruction

The reasons for combining the various teaching methods were to break monotony of one method and create interest in learning classes with pupils of different learning abilities and cater for individual difference, in order to boost their understanding and construction of sentences. The use of variety of methods in a lesson was to ensure the lessons were fully participated by learners, attract learner's attention and made learning interesting. It was also used for smooth transition from ECDE to other classes, for more understanding since variety of teaching methods fosters better understanding. It is an activity oriented and exposes learners to language as much as possible.

This agrees with Nsubuga (2000) that it is the duty of teachers to discover the best method to achieve the objective of their lesson of the day. It is important to think about what is going to be taught in a particular lesson and the method to be employed as well. Also it concurs with Kithinji et al (2007) that for teachers to be aware of the available strategies and methods for purposes of making a suitable choice when it comes to instruction. The eclectic method should be chosen so that teachers can apply individually what they feel is appropriate for each child.

This agrees with Blumberg (2008) learner-centered methods emphasize a variety of different types of methods that shifts the role of the instruction from givers of information to facilitating student learning. The study on the role of eclectic method found out that using various methods helped to achieve objectives easily as pupils participate fully in the lesson and are attentive, it breaks monotony of using one method it fosters better understanding and failure in one method may have success in another when delivering the content using a variety of methods of teaching makes the class lively and enjoyable.

The combination of teaching methods in a lesson enhances learning of the language and makes the class interactive and encourages creativity, enhancing attention and breaks monotony. The learner can retain more information for a long time and helps them understand the concepts well, since it arouses and maintains interest in the learners. The considerations that both teachers in public and private schools do not use include the size of the class and individual differences when choosing a teaching method. However the private school teachers do not consider the time allocated for the lesson, previous knowledge of the learners and nature of the topic when choosing a teaching method.

5. Conclusion

The use of Eclectic method on the teaching and learning of English was varied during the study. The use of EM enabled the teachers achieve the objectives of learning easily as learners understand the concepts easily and acquire knowledge as learning becomes fun and innovative. The use of EM enhances effective learning of English as more knowledge/ information is retained for a long time that enables learners to speak fluently and perform better grammatically. The use of EM in teaching of English breaks boredom and creates room for acquiring more concepts

6. Recommendation

Based on the study, teachers of English have a central role to play in the teaching of English which calls for the teacher to have the necessary competencies in the teaching of English. Teachers will be expected to be 'extended professionals' confident and articulate about their aims possessing a varied repertoire of professional skills and accountable for their pupils achievements. Teachers need to have a positive attitude towards teaching English as a second language. Teachers ought to use different approaches in the planning of the whole process of learning and teaching of English. Teachers should acquire knowledge about the subject content and teaching skills so as to be competent when teaching English.

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