

Effect of Preparation of Professional Records in Teaching Oral Skills in Public Primary Schools in Ainabkoi Sub-County

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ABSTRACT

Language is the art of expressing ideas through random signs and symbols, which serves as a communication tool. The majority of public elementary schools place less emphasis on teaching oral skills and more on teaching reading and writing because these two are examined in the Kenyan Education System. The purpose of this study was to determine the role of preparation in teaching oral skills in public primary schools in Ainabkoi Sub-County. The study used social development and interaction theory. The study adopted a descriptive research design and was done in selected primary schools in Ainabkoi sub-county. The target population of the study was 421 respondents from 99 primary schools in Ainabkoi Sub-County. The sample size of 205 respondents, 48 Head Teachers, and 157 Primary school teachers of English, Grades 4 to 6, was obtained using Yamane's formula. A pilot study was carried out in Moiben Sub-County to enable the validity and reliability of research instruments. Quantitative data were obtained and analyzed using descriptive statistics and inferential statistics. The study findings indicated there was a positive linear effect of the role of preparation of professional records in teaching oral skills ($\beta_1=0.436$, $p=0.030$). The study concluded that a well-prepared teacher who understands learning objectives, uses diverse methods, provides ample practice, and gives constructive feedback. The recommendations in the study emphasize the importance of investing in professional development programs for teachers in order to effectively teach oral skills. It is therefore necessary to invest in professional development to equip teachers with the necessary skills and knowledge to effectively teach oral skills.

Keywords: Professional Records; Oral Skills; Teacher Preparation; Public Primary Schools; Professional Development

1. INTRODUCTION

Teaching oral skills in public primary schools is a fundamental aspect of language education, as effective communication is crucial for both academic success and social interactions (Enfield & Levinson, 2020). In the United States education system, oral skills in English are particularly important, as English is the medium of instruction in primary grades and beyond. Mastering these skills equips learners to engage actively in classroom discussions, comprehend instructions, and perform well in oral assessments (Huang, Bedore, Niu, Wang, & Wicha, 2021). However, the development of oral proficiency often faces challenges, including the quality of teacher preparation and instructional methods employed (López-Pastor & Sicilia-Camacho, 2017).

Preparation of professional records plays a critical role in the teaching process, particularly in ensuring that teachers are well-organized and equipped to deliver lessons effectively (Taylor & Charlebois, 2024). Professional records, such as schemes of work, lesson plans, and progress records, provide a structured framework that guides teachers in their instructional duties (Mahmud, Samsudin, & Halim, 2018). These records help in aligning lesson objectives with the curriculum, monitoring student progress, and ensuring consistency in teaching. In public primary schools, where resources and support may be limited, the thorough preparation of these records is vital for effective teaching, especially in developing oral skills (Njoroge & Gathigia, 2017). Well-prepared teachers can better engage students, assess their oral competencies, and adapt lessons to meet the diverse needs of learners.

Professional records in teaching typically include artifacts such as lesson plans, unit plans, assessment instruments, student work samples, reflective journals, observation reports, and teaching portfolios or dossiers that document instructional practices and professional growth (Evans, 2005; Taylor & Charlebois, 2024). Oral skills refer to learners' ability to produce spoken language effectively. This encompasses pronunciation, fluency, vocabulary, discourse competence, interactive communication, and the capacity to respond in real time. These skills are often problematic in educational settings due to limited speaking time, fear or anxiety about speaking, insufficient modeling or scaffolding by teachers, and overemphasis on written skills (Nanai, 2023; *Frontiers in Education*, 2024). Advocating for systematic professional records in the teaching of oral skills is important because such records enable teachers to plan deliberate speaking tasks, monitor students' progress in oral proficiency, reflect on what worked or did not, and adjust instruction accordingly. The provision of professional records (independent variable) and enhanced oral skills (dependent outcome) are linked via the mediating processes of planning, monitoring, and reflection; yet existing research rarely examines how specific formats or protocols of professional documentation (oral-skill logs, speaking-task portfolios) directly influence gains in students' oral proficiency. That gap suggests a need for empirical studies testing the effect of structured record-keeping systems on oral language outcomes in real classroom settings.

Language is the art of expressing ideas through signs and symbols, serving as a fundamental communication tool. English, in particular, is widely used as the primary language for communication in educational, domestic, and public settings, both locally and internationally (Afandi, 2018). Proficiency in English is essential for individuals to effectively communicate in global contexts, meeting economic goals and maintaining international standards of fluency and accuracy (Enfield & Levinson, 2020). Professional records, which include schemes of work, lesson plans, and records of learner progress, are critical in guiding teachers as they prepare to teach oral skills. The effectiveness of these records determines how well teachers

can meet curriculum goals and improve learners' communicative abilities. However, the preparation of these records is often inadequate, particularly in public primary schools where resources and teacher training are sometimes lacking.

In countries where English is not the first language, students are often referred to as English Language Learners (ELL). These learners face the challenge of acquiring English proficiency, especially when it is not the dominant language in their homes (Hornberger & Wang, 2017). Teachers in such settings must be well-prepared to instruct learners who are not native English speakers, as is the case in many developing countries where English is taught as a second language (Wissink & Starks, 2019). The preparation of teachers, particularly in terms of their professional records and lesson planning, significantly influences the effectiveness of their teaching, especially in oral skills (Martinez, 2018).

In Kenya, English and Kiswahili are the official languages, while there are more than 40 indigenous languages. The country's educational policy requires that learners in Grades 1 to 3 be instructed in their mother tongues or indigenous languages, with a transition to English in Grades 4 and 5 (Piper, Zuilkowski, & Ong'ele, 2016). However, many schools introduce English in Grade 1, reflecting the importance placed on early mastery of the language (Njoroge & Gathigia, 2017). Despite this early introduction, the teaching of oral skills often faces challenges due to insufficient preparation by teachers and the lack of effective professional records that could guide structured teaching approaches.

Research in Kenya shows that using mother tongues in early education has positive effects, easing the transition to formal schooling (Njeru, 2016). The Sessional Paper No. 14 of 2012 supports this, advocating for the use of local languages before transitioning to English (Republic of Kenya, 2012). However, the dominance of English in the Kenyan education system continues, and the teaching of indigenous languages remains limited (Roy-Campbell, 2015). This places greater emphasis on the need for well-prepared teachers who can effectively teach oral skills in English. This study explores the influence of teacher preparation and the role of professional records in the teaching of oral skills in public primary schools, with a focus on Ainabkoi Sub-County, Uasin Gishu County.

1.1 Statement of the Problem

In the teaching and learning process, language plays a significant role, as learners' mastery of language skills is required across the curriculum. Among these skills, oral communication, including speaking and listening, is fundamental to both cognitive development and academic achievement. Oral skills are particularly important because they lay the foundation for literacy development, including reading and writing, and support learners' ability to interact meaningfully in class, express their ideas, ask questions, and engage in peer collaboration (Weaver & Bean, 2018). Additionally, oral language competence has been linked to long-term success in learning, confidence building, and the ability to participate in classroom discourse. Despite their importance, oral skills are frequently neglected in public primary schools in Kenya. Teachers often emphasize reading and writing more heavily, largely due to the pressure of national examinations, where performance is assessed in written form (Parvin & Salam, 2015; Rahman et al., 2021). As a result, learners struggle with oral proficiency, exhibiting signs such as shyness, fear of making mistakes, limited vocabulary, and reluctance to speak in front of peers (Alrasheedi, 2020). Several contextual factors worsen the situation, including dominance of the first language (L1), local accents, peer ridicule, and limited exposure to English outside the classroom, which collectively undermine learners' oral fluency (Leong &

Ahmadi, 2017). The core problem is that the teaching of oral skills remains underdeveloped and inconsistently addressed, even though it is essential for effective learning. The Tusome External Evaluation Midline Report (GoK, 2017) showed that only 18% of lower primary learners were proficient in reading English, suggesting foundational gaps in broader language acquisition, including oral competence. While these issues have been documented, there is limited empirical research linking them to teacher preparedness, specifically the preparation and use of professional records such as lesson plans, schemes of work, and reflective journals. These records are vital for structured and intentional instruction, yet it remains unclear whether a lack of proper record preparation contributes to poor oral language teaching. Has the preparation of professional records been incriminated in the neglect of oral skills? To date, little evidence exists on this direct link, especially in the Kenyan context. Studying this connection is necessary because professional records serve as the foundation for planning, delivering, and evaluating instruction. If poor or inconsistent record preparation contributes to weak oral language instruction, addressing this gap through targeted teacher training or policy intervention could significantly improve language outcomes. Therefore, this study seeks to examine how the preparation of professional records influences the teaching of oral skills in public primary schools in Ainabkoi Sub-County, Uasin Gishu County, thereby filling a critical gap in local educational research and practice.

1.2 Objective of the Study

To determine the influence of preparation of professional records on teaching oral skills in public primary schools in Ainabkoi Sub-County.

1.3 Research Questions

What is the influence of the preparation of professional records on teaching oral skills in public primary schools in Ainabkoi Sub-County?

2. LITERATURE REVIEW

2.1 Social Development and Interaction Theory

The social development and interaction theory developed by Vygotsky in 1978 served as the foundation for this study's theoretical framework. According to Vygotsky's social development theory from 1978, a child's intellectual growth is greatly influenced by interactions with the environment and social agents like parents, teachers, and more intelligent peers. Consequently, interaction leads to cognitive development. A child learns through problem-solving experiences shared with someone else, typically a parent, a peer, or a sibling. These dialectical process leads to cognitive growth. At first, the adult directing the child's problem-solving takes on the majority of the responsibilities, but eventually the learner takes on more of the burden.

Vygotsky developed the idea of the Zone of Proximal Development (ZPD) based on this hypothesis (ZPD). This is the distinction between what a child can accomplish on their own and what they can accomplish with assistance. In other words, it is the gap between a child's ability to solve issues on their own and their ability to do so with help. It is the difference between an individual's actual developmental level and their potential degree of development as measured through problem-solving under adult supervision or in partnership with more advanced peers. A child's actual development level is defined as all of the tasks and activities that they can complete independently, without assistance from anybody else, and on their own.

According to Vygotsky's theory, interaction between the teacher, the learners, and the learning activities is essential for the efficient teaching of oral communication skills. This study looked

into how learning activities and methods for explaining the meaning of new language items during oral communication were chosen. The two factors should be designed to improve interaction between the teacher, the learners, and the learning activities in accordance with Vygotsky's theory. In this manner, the instructor can direct or assist learners in achieving the Zone of Proximal Development (ZPD).

The theory applies to teacher preparedness in that an effective educator must always be concerned about the truth that children go to school for a lifetime. Therefore, the recognition of the role that a school plays in a child's societal development and self-concept is necessary. It is therefore understood that teachers are responsible for the promotion of skills and values among children. If a child has success in his or her academics, then his or her attitude and behavior towards school will be found through his or her social interactions and experiences. It is therefore considered that a teacher can nurture and promote the oral skills of the learners. Teaching oral skills to the children is the foundation of their successful life, which helps them to be mentally strong and healthy, and to show a positive attitude and behavior. Literature shows that teaching skills in this manner is an efficient approach for primary education as a part of a broad-based program (Perry & Kelder, 1992; Caplan, Weissberg, Grober, & Sivo, 1992).

Vygotsky's Social Development and Interaction Theory (1978) aligns directly with the core variables of this study: teacher preparedness through professional records (independent variable) and teaching of oral skills in English (dependent variable). The theory emphasizes that learning is a socially mediated process where teachers scaffold instruction to support learners within their Zone of Proximal Development (ZPD). In this study, professional records such as lesson plans, schemes of work, and reflective journals serve as tools for designing meaningful oral interaction activities and structured practice in the classroom. By preparing these documents in advance, teachers are more likely to implement language-rich tasks that stimulate peer-to-peer talk, teacher-learner dialogue, and guided oral drills, thus fulfilling the theory's emphasis on mediated learning. Recent research by Murungi and Wambugu (2023) supports this view, asserting that when teachers use structured professional records effectively, they create environments that foster interactive learning and enhance oral proficiency, particularly in English as a second language contexts.

2.2 Teacher Preparedness in Professional Records for Teaching Oral Skills in English as a Second Language

Teacher preparation programs play a pivotal role in equipping educators with the necessary knowledge, skills, and strategies to effectively teach oral English skills. According to Johnson (2020), teachers who undergo comprehensive training in language pedagogy demonstrate greater confidence and competence in facilitating oral communication activities in the classroom. Similarly, Smith et al. (2021) emphasize the importance of incorporating practical teaching techniques, such as role-playing and group discussions, into teacher training curricula to enhance educators' ability to nurture students' oral proficiency. This will enable the teachers to express to their learners clearly the concept in English as a second language.

Ongoing professional development opportunities are essential for teachers to refine their instructional practices and stay abreast of current methodologies in language teaching. Research by Chen and Wang (2022) underscores the positive correlation between teachers' participation in workshops or seminars focusing on oral skills development and improvements in student outcomes. Moreover, longitudinal studies by Lee et al. (2023) highlight the long-

term benefits of sustained professional development initiatives, indicating a significant enhancement in both teacher efficacy and student oral proficiency over time.

Inclusive pedagogical approaches that cater to diverse learner needs are integral to effective oral skills development. Research by Kim and Lee (2024) advocates for the implementation of differentiated instruction strategies, including support and peer-assisted learning, to accommodate varying proficiency levels and learning styles among students. By equipping teachers with the skills to adapt their instructional methods accordingly, teacher preparation programs can foster a supportive learning environment conducive to the holistic development of oral English skills in public primary schools.

Second language learners, especially in the English language, need further language support in view of the fact that they operate on the performance level of language use as opposed to competence. Achieving success in the teaching and learning of a second language, such as English is determined by a number of linguistic and nonlinguistic factors such as the attitude and language skills of the learners, the teacher's innovativeness and competence, effective teaching methods and materials such as visual, audio-visual aids and media aids to language learning (Ezeh, Anidi & Nwokolo, 2021). The technological developments of our time have necessitated a more sophisticated art of teaching and learning, such as the media – professional records, which offer effective methods that facilitate students' engagement and an active dual transmission of knowledge between the teacher and the learner, making learning an enjoyable and worthwhile activity (Larsen-Freeman, 2018).

Instructional media creates the link between the human and non-human materials in the transmission of knowledge in the learning process. The human resources include the teacher and other supporting aids to learning, while the non-human materials involve, amongst others, technological resources such as books, radio, television, motion pictures, billboards, catalogues, movies, and others (Soliu & Elisha, 2019). These instruction-driven techniques characterize these contemporary times of new technology. The term 'New Technology' refers to the communication techniques for language teaching in which instructional technology and personal computers play vital roles in the teaching and learning process, as opposed to the traditional talking and chalk boarding, which exemplifies the age-long maxim that telling is not teaching and learning is not listening (Braga & Guttmann, 2019).

The use of technology is inevitable and inseparable in today's teaching and learning activities since COVID-19 has triggered emergency remote learning and forced the closure for almost nine months. Both teachers and learners depend on the use of technology to keep teaching and learning going (Situmorang, Nugroho & Pramusita, 2020). Teachers adjust the material, which was once designed to be delivered in the classroom, to fit the online learning environment. Materials are offered in many forms, such as videos, documents, projects, and many other formats. There are still spreading conceptions among teachers that it is always better to teach using old traditional ways. Teaching through technology has been said to shift teacher-centered learning into student-centered education, the effect is yet not salient because many are using the technology (Uslu, 2017).

The integration of technology into teacher preparation programs offers innovative avenues for enhancing oral skills instruction. Recent studies by Garcia and Martinez (2023) explore the efficacy of utilizing digital tools, such as speech recognition software and online language learning platforms, in simulating authentic speaking environments for both pre-service and in-

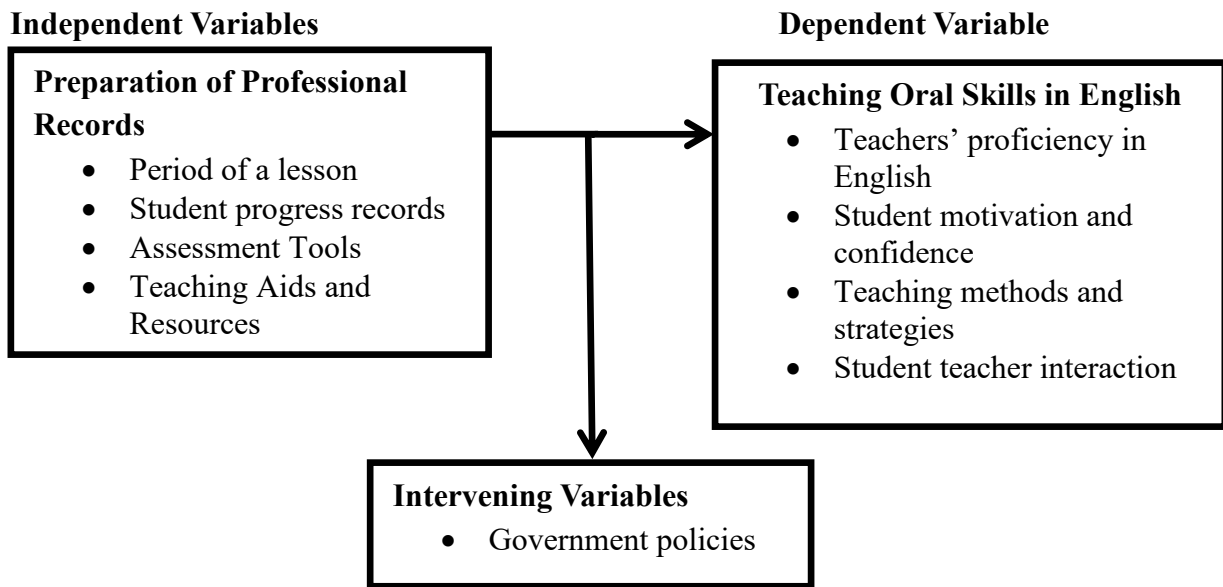
service teachers. These technological interventions not only provide educators with valuable feedback on their teaching practices but also offer interactive platforms for students to engage in oral communication tasks outside the classroom. This is crucial as it enables the learners to be able to use the language with ease in listening, speaking, reading, and writing.

There are several media aids in professional records which are designed to enhance the acquisition of the four language skills in the English language. In the teaching and learning of listening skills, media aids like the computer, listening to television and radio educational programs help to develop understanding abilities by helping learners to listen intensively to grasp the information conveyed (Ezeh, Anidi & Nwokolo, 2021). Similarly, the teacher can make use of visual scaffolding, which uses drawings or pictorial illustrations to enhance the ability of learners to hear English words and make connections to the visual images that are displayed. This technique also involves printing photographs, which are displayed with written labels to assist the student in grasping written forms of words. The use of CD players also aids listening comprehension. They are simply electronic instruments used to run audio CD-ROMs. Lectures and listening drills can be saved on the audio CDs for practice by the learners. Similarly, tape recorders can be used, and this is one of the oldest technical listening tools, which is almost phasing out (Bajrami & Ismaili, 2016). Voice recordings on phones that can be replayed over time are also very crucial in the mastery of oral skills.

Despite the substantial body of literature highlighting the importance of teacher preparedness and instructional media in developing oral English skills, most existing studies focus predominantly on theoretical approaches and global contexts, often overlooking the practical realities within public primary schools in developing countries such as Kenya. Many of the reviewed studies generalize findings without addressing the localized challenges, such as overcrowded classrooms, limited access to digital tools, and inconsistently maintained professional records. Furthermore, while the integration of technology is frequently emphasized, little has been done to examine how teacher documentation practices (e.g., lesson plans, schemes of work, and reflective journals) concretely support oral skill development in ESL classrooms. This presents a research gap that justifies the need for the current study to explore how teacher preparedness, evidenced through professional records, specifically influences the teaching of oral English skills in Kenyan public primary schools, where contextual constraints may hinder the application of ideal models.

2.3 Conceptual Framework

The independent and dependent variables in the study establish the framework through which the influence of teacher preparedness measures the quality and use of professional records on the teaching of oral skills in English. Elements like lesson periods, student progress records, assessment tools, and teaching aids ensure that instruction is well-planned, targeted, and responsive to learner needs. Oral skill development relies on teacher proficiency, effective methods, learner motivation, and strong teacher-student interaction, aligning with the study's dependent variable. Government policies act as intervening variables, shaping curriculum demands, teacher training standards, and resource allocation, all of which directly impact both teacher preparedness and classroom performance. Thus, the interaction among these variables provides a comprehensive basis for analyzing how well-equipped teachers are to foster oral proficiency in English among primary school learners.



Source: (Researcher, 2024)

Figure 1: Conceptual Framework

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study adopted a descriptive research design. Descriptive research design describes characteristics, behaviours, or phenomena as they naturally occur, without manipulation or control over the variables (Creswell & Creswell, 2017). The target population of the study was 421 respondents from 99 primary schools in Ainabkoi Sub-County. The study area, Ainabkoi Sub-County, was selected due to its diverse mix of public primary schools and reported challenges in teaching oral English skills, making it ideal for exploring teacher preparedness through professional records. The sampling units included head teachers and Grade 4-6 English language teachers drawn from 99 public primary schools. The sampling frame was the official list of all public primary schools and their teaching staff as provided by the Sub-County Education Office. To minimize bias, stratified random sampling was used to ensure proportionate representation of both head teachers and Teachers of English in different schools, allowing each subgroup a fair chance of selection and ensuring diversity in responses.

Table 1: Target Population

Category	Target Population
Head Teachers	99
Primary school teachers of English – Grades 4 to 6	322
Total	421

Yamane's formula was used to obtain the final sample size for the study.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size required

N is the population size =421

e is the level of precision =0.05

n =421/ (1+421*0.052)

n =205 respondents; 48 Head Teachers and 157 Primary school teachers of English – Grade 4 to 6.

The study made use of questionnaires and observation checklists to collect data. The questionnaire gathered both quantitative and qualitative data on teachers' preparation of professional records, English proficiency, teaching strategies, and perceptions of student motivation and interaction during oral English lessons. It also included demographic details and challenges faced in teaching oral skills. The observation checklist complemented this by collecting real-time data on the availability and use of professional records, teaching aids, instructional methods, and learner participation, helping to validate the questionnaire responses.

Following the collection of all data, the researcher conducted data cleaning, which included identifying and correcting any incomplete or erroneous responses to improve the quality of the responses. The information was coded and entered into a computer to be analyzed with the Statistical Package for Social Sciences (SPSS Version 25). Quantitative data were obtained as a result of the study. Descriptive statistics were used to analyze data on demographic characteristics of respondents, the frequency of professional record preparation (Lesson plans, teaching aids), teacher proficiency levels, and commonly used teaching strategies for oral English skills. These provided summaries such as means, frequencies, and percentages to highlight trends and patterns. Inferential statistical analysis was applied to examine the relationship between teacher preparedness (independent variable) and the effectiveness of teaching oral skills (dependent variable) using techniques such as correlation or regression to test the significance and strength of these associations across the sample population.

4. RESULTS AND DISCUSSIONS

4.1 Role of Preparation of Professional Records in Teaching Oral Skills

The study sought to assess the role of preparation of professional records in teaching oral skills. Respondents were asked to give their opinions whether they Strongly Disagreed (SD), Disagreed (D), Undecided (U), Agreed (A), or Strongly Agreed (SA) on the statements provided. Data obtained from the respondents was analyzed, and the results are shared. The descriptive statistics are shown in Table 2.

Table 2: Role of Preparation of Professional Records in Teaching Oral Skills

Statements		SA	A	N	D	SD	Mean	Sd
Well-prepared teachers are more likely to be effective in teaching oral skills	F	46	89	8	27	14	3.68	1.21
	%	25.0	48.4	4.3	14.7	7.6		
Teachers who have a clear understanding of the learning objectives for oral skills are more likely to be effective in teaching them	F	53	82	6	26	17	3.70	1.28
	%	28.8	44.6	3.3	14.1	9.2		
Teachers who use a variety of teaching methods are more likely to be effective in teaching oral skills	F	65	65	10	30	14	3.74	1.30
	%	35.3	35.3	5.4	16.3	7.6		
Teachers who provide opportunities for learners to practice oral skills in a variety of contexts are more likely to be effective in teaching them.	F	45	76	14	32	17	3.54	1.28
	%	24.5	41.3	7.6	17.4	9.2		
Teachers who provide feedback to learners on their oral skills are more likely to be effective in teaching them.	F	44	88	18	27	15	3.60	1.23
	%	23.9	43.5	9.8	14.7	8.2		

Source: Field data, 2024

According to the results in Table 2, the descriptive statistics findings showed that 46(25.0%) of the respondents strongly agreed that well-prepared teachers are more likely to be effective in teaching oral skills, while 89(48.4%) representing majority of the respondents agreed that well-prepared teachers are more likely to be effective in teaching oral skills. A small proportion, 27(14.7%) of the respondents disagreed, and 14(7.6) of the respondents strongly disagreed that well-prepared teachers are more likely to be effective in teaching oral skills. The study findings further revealed that well-prepared teachers are more likely to be effective in teaching oral skills, with a mean rating of 3.68 and a standard deviation of 1.21, and these findings reveal that they agree that teachers who are well-prepared are more likely to be effective in teaching oral skills. The study done by Faez and Valeo (2012) shows that although, overall, novice teachers increased their perceptions of preparedness by gaining experience in the classroom, their sense of efficacy to perform within certain teaching expectations was task-specific and highly situated.

Furthermore, 135(72.4%) of the respondents agreed, and 43(23.3%) of the respondents disagreed that teachers who have a clear understanding of the learning objectives for oral skills are more likely to be effective in teaching them. However, respondents agreed that teachers who have a clear understanding of the learning objectives for oral skills are more likely to be effective in teaching them, with a mean rating of 3.70 and a Standard deviation of 1.28. This suggests that respondents generally believe that teachers who have a clear understanding of the learning objectives for oral skills are more likely to be effective in teaching them. The mean rating indicates a moderate to high level of agreement among the respondents, and the standard deviation suggests that there is some variability in the responses, but that, on average. These findings are consistent with Toro, Camacho-Minuche, Pinza-Tapia, and Paredes (2019), who

reveal that modeling, repetition, pair, and group work are the main strategies used by teachers to help students develop communicative competencies.

Further, 130(70.6%) of the respondents agreed that teachers who use a variety of teaching methods are more likely to be effective in teaching oral skills, and those who disagreed that teachers who use a variety of teaching methods are more likely to be effective in teaching oral skills are 44(23.9%). The study findings revealed that participants agreed with the statement that teachers who use a variety of teaching methods are more likely to be effective in teaching oral skills, with a mean rating of 3.74 and a Standard deviation of 1.30. The previous research by Gudu, (2015) found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or "Sheng" due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context.

Similarly, 121(65.8%) of the participants agreed that teachers who provide opportunities for learners to practice oral skills in a variety of contexts are more likely to be effective in teaching them. However, 49(24.6%) of the respondents disagreed that teachers who provide opportunities for learners to practice oral skills in a variety of contexts are more likely to be effective in teaching them. Further, the study findings revealed that participants agreed with the statement that teachers who provide opportunities for learners to practice oral skills in a variety of contexts are more likely to be effective in teaching them, with a mean rating of 3.54 and a standard deviation of 1.28. According to Foote, Trofimovich, Collins and Urzúa, (2016) demonstrated that pronunciation teaching episodes were infrequent (accounting for 10% of all language-related episodes), that pronunciation teaching targeted individual sounds (to the exclusion of other aspects of pronunciation) and that most pronunciation teaching episodes were not incorporated into lesson plans but instead involved various kinds of corrective feedback in response to individual student errors.

Finally, 124(67.4%) of the respondents agreed that teachers who provide feedback to learners on their oral skills are more likely to be effective in teaching them, and on the other hand, 42(22.9%) of the respondents disagreed that teachers who provide feedback to learners on their oral skills are more likely to be effective in teaching them. Additionally, the study results further revealed that the respondents agreed that teachers who provide feedback to learners on their oral skills are more likely to be effective in teaching them, with a mean rating of 3.60 and a standard deviation of 1.23. These findings are consistent with the study done by Roothoof and Breeze (2016) that students want to be corrected much more than their teachers feel inclined to do. Moreover, students were found to be much more positive about explicit types of CF than their teachers are, and to experience positive emotions when receiving CF.

4.2 Multiple Regression Analysis

The study used multiple linear regression analysis to determine the combined linear relationship between the dependent variable and the independent variables.

4.2.1 Model Summary

The coefficient of determination (R^2) and correlation coefficient (R) show the degree of association between the role of preparation of professional records in teaching oral skills and teaching oral skills in public primary schools. Table 3 shows the results of the model summary.

Table 3: Model Summary

R	R Square	Adjusted R-Square	Std. Error of the Estimate
.865 ^a	.732	.726	2.64487

The results of the regression in Table 3 indicate that $R^2=0.732$ and $R = 0.856$. R-value gives an indication that there is a strong linear relationship between the role of preparation of professional records and teaching oral skills in public primary schools. The R^2 indicates that the explanatory power of the independent variables is 0.732. This means that about 73.2% of the role of preparation of professional records in teaching oral skills in public primary schools is explained by the regression model. Adjusted R^2 is a modified version of R^2 that has been adjusted for the number of predictors in the model, less than chance. The adjusted R^2 of 0.726 is slightly lower than the R^2 value.

4.2.2 Model Fitness

Before employing the regression model, the study assesses the fitness of the model. Modelling aims to identify the most suitable model for representing the data. The outcomes of this assessment are displayed in Table 4.

Table 4: ANOVA for Testing Multiple Regression Model

	Sum of Squares	df	Mean Square	F	Sig.
Regression	3401.426	4	850.355	121.560	.000 ^b
Residual	1245.173	178	6.995		
Total	4646.601	182			

From Table 4, the F test provides an overall test of the significance of the fitted regression model. The F value indicates that all the variables in the equation are important, hence the overall regression is significant. The F-statistics produced ($F = 121.560$) were significant at $p=0.000$, thus confirming the fitness of the model and therefore. This implies that the multiple regression model was a good fit for the data. Hence, the role of preparation of professional records used to teach oral skills affects oral skills; therefore, they should put emphasis on them.

4.2.3 Regression Coefficients

The T-test of statistical significance of each regression coefficient was conducted to determine the beta (β), which shows how strongly each independent variable influences the dependent variable. Table 5 shows the regression analysis results.

Table 5: Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.263	1.216		1.861	.064
Professional Records	.436	.054	.437	8.151	.000

Table 5 indicates there was a positive linear effect of the role of preparation of professional records in teaching oral skills ($\beta_1=0.436$, $p=0.00$). This reveals that an increase in the role of preparation of professional records in teaching oral skills leads to an increase in oral skills by 0.436 units. The regression equation is shown below:

$$Y = 2.263 + 0.436X_1$$

4.3 Observation Checklist for Professional Records

The following observation checklist is designed to assess key components of a professional records environment as presented in Table 6.

Table 6: Professional records

Professional records		Yes	No
Period of a lesson	F	2	8
	%	20.0	80.0
Student progress records	F	3	7
	%	30.0	70.0
Assessment tools	F	2	8
	%	20.0	80.0
Teaching Aids and Resources	F	4	6
	%	40.0	60.0

Based on the findings, out of 10 respondents, 8 (80%) indicated that the oral English lesson was not taught or reflected in the timetable, while only 2 (20%) reported that the lesson was taught as scheduled. Regarding student progress records, 3 respondents (30%) confirmed that such records were maintained and accessible, whereas the majority, 7 respondents (70%), reported the absence of student progress records for oral skills. In terms of assessment tools, 8 respondents (80%) stated that these tools were not used effectively, while only 2 (20%) reported effective use. Finally, on the use of teaching aids and resources, 4 respondents (40%) indicated they used them appropriately, while the remaining 6 respondents (60%) acknowledged that they did not use teaching aids and resources as required.

The response rate was based on feedback from 10 respondents, who were sampled teachers of English responsible for teaching oral skills in the selected primary schools. These teachers provided data on the preparation and use of professional records relevant to oral English instruction. The findings suggest a significant gap in the preparation and use of key professional records, which may hinder the effective teaching of oral English skills. This implies an urgent need for capacity-building and policy enforcement to ensure that teachers consistently plan, assess, and use appropriate teaching resources in oral language instruction.

5. CONCLUSIONS OF THE STUDY

Well-prepared teachers who understand learning objectives employ diverse teaching methods, provide ample practice opportunities, and offer constructive feedback to learners.

6. RECOMMENDATIONS OF THE STUDY

It is imperative to invest in professional development programs that focus on equipping teachers with the necessary skills and knowledge to effectively teach oral skills. These

programs should emphasize the importance of understanding learning objectives, utilizing diverse teaching methods, providing ample practice opportunities, and offering constructive feedback to students. The study revealed limited use of lesson plans, assessment tools, and teaching aids, which are essential for effective oral instruction. Suggesting future research on targeted professional development programs offers a practical way to strengthen teacher competence and positively influence learner outcomes. Investigating such interventions through longitudinal or experimental designs would provide deeper insights into what training methods work best for enhancing oral communication instruction in public primary schools.

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