

**THE ROLE OF TESTING SPEAKING SKILLS THROUGH WRITING ON
LEARNERS' SPEAKING COMPETENCE IN SELECTED SECONDARY
SCHOOLS IN KESSES SUB-COUNTY, UASIN GISHU COUNTY, KENYA**

RUTH MELLY

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DECLARATION

Declaration by the Candidate

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Ruth Melly

EDU/PGLLEE/101/14

Date

Declaration by the Supervisors

This thesis has been submitted with our approval as the university supervisors.

Dr. Florence Mokeira Okari

Date

**Department of Languages and Literature Education
School of Education, University of Eldoret, Kenya**

Dr. Agnes M. Oseko

Date

**Department of Education Psychology
School of Education, University of Eldoret, Kenya**

DEDICATION

This thesis is dedicated to my beloved husband and children, from whom I get the inspiration and motivation to work hard.

ABSTRACT

At the end of the secondary English course, all students are expected to have acquired a significant command of English in spoken form to enable them to communicate confidently and competently in all sorts of discourse. However, by the end of secondary school, most learners are not able to speak competently in English language in most real-life situations. This study, therefore, was an investigation of the role of testing speaking skills through writing on learners' speaking competence. Its main aim was to emphasize the importance of testing speaking skills orally. The research was guided by the following objectives: To investigate the role of testing speaking skills through writing in Kenyan secondary schools; to observe how testing speaking skills through writing affects learners speaking competence and finally, to provide some of the measures that can be put in place to ensure that problems associated with speaking competence are addressed. This study was conducted in selected secondary schools in Kesses Sub-County, Uasin Gishu County, Kenya. This study adapted a mixed method research design. The researcher used both purposive and stratified sampling techniques to select the schools that were investigated. Data was collected using students' questionnaire, questionnaire for the teachers of English, classroom observation guide and method of assessment guide and a voice recorder. Teachers of English language and their form four students were observed during the listening and speaking English lessons. The method of assessment was also observed. Both the students and teachers under investigation were issued with questionnaire to fill. The respondents were also subjected to an oral test. Research instruments were reviewed and validated by the supervisors from the University of Eldoret. The reliability of the research instruments tested using test-retest method. The qualitative data collected was analyzed using narrative analysis, while quantitative data were analyzed using frequencies and percentages. The data was then presented in form of percentages and tables. On testing speaking skills, 43 (62.3%) revealed that testing speaking skills through writing helps in assessment of write proficiency, 15 (27.7%) revealed that it not only helps to test or monitor whether students have mastered words spellings but it helps them improve on word spelling. 11(15.9%) revealed that the when they get the spellings right, then it led to improvement in speech. On classroom practices, 18(26.1%) of the respondents established that when Learners engage in group activities, their speaking competence improves, 13(18.8%) revealed that adoption of lecture method helps to improve speaking competence, 22(31.9%) revealed that recitation makes Learners improve on speaking competence and 16(23.2%) opined those discussions make learners practice speaking and therefore it improves speaking competence. On measures employed to address problems associated with speaking competence, 25(36.2%) revealed that practicing speaking English would enhance speaking competence, 17(24.7%) of the teachers opine that the speaking skill should be tested, 27(39.1%) postulated that the Ministry of Education should at least consider having exchange programmes between learners in English speaking countries to ensure peer learning. The study concluded that testing speaking skills through writing helps in assessment of writing proficiency. Learners engage in group activities which improves their speaking competence. The study recommended that a study should be conducted to establish the challenges associated with testing speaking skills orally in all public secondary schools in Kenya.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ACRONYMS AND ABBREVIATIONS	x
ACKNOWLEDGEMENTS	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background of the Study.....	1
1.3 Statement of the Problem	3
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Basic Assumptions of the Study	5
1.7 Scope of the Study.....	6
1.8 Limitations of the Study.....	6
1.9 Significance of the Study	7
1.10 Theoretical Framework	7
1.11 Conceptual Frameworks.....	14
1.12 Conclusion.....	15
1.13 Operational Definitions of Terms	16
1.14 Chapter Summary.....	17
CHAPTER TWO	18
LITERATURE REVIEW	18
2.1 Introduction	18
2.2 Studies done on the Importance of the Speaking Skill and its Assessment	18
2.2.1 Testing Speaking Skills in Kenyan Secondary Schools	18
2.2.2 The Importance of Assessing the Speaking Skill	23
2.2.3 The Importance Spoken Fluency	25
2.3 Practices That Affect Learners’ Speaking Competence.....	31

2.4 Other Factors That Affect Learners Speaking Competence.....	33
2.5 Related Studies Done by Other Scholars	43
2.6 Research Gap.....	46
CHAPTER THREE.....	47
RESEARCH DESIGN AND METHODOLOGY	47
3.1 Introduction	47
3.2 Research Design.....	47
3.3 Area of Study	48
3.4 Population of the Study	48
3.4.1 Target Population	48
3.5 Sampling Techniques and Sample Size	49
3.6 Research Sample	50
3.7 Research Instruments	51
3.7.1 Questionnaire.....	52
3.7.2 Lesson Observation and assessment Guide.....	52
3.8 Validity.....	53
3.9 Pilot Study.....	53
3.10 Reliability.....	54
3.11 Data Collection Procedures	54
3.12 Data Analysis Method.....	55
3.13 Logistical and Ethical Considerations.....	55
3.14 Chapter Summary.....	56
CHAPTER FOUR.....	57
DATA ANALYSIS, PRESENTATION AND DISCUSSION	57
4.1 Introduction	57
4.2 Respondents' Background Information	57
4.2.1 Background Information of the Teachers	57
4.2.2 Background Information of the Students.....	59
4.3 Descriptive Analysis of study variables	60
4.3.1 The Role of Testing Speaking Skills through Writing in Selected Secondary Schools.....	61
4.3.2 Measures Employed to Address Problems Associated with Speaking Competence	65
4.4 Chapter Summary.....	66

CHAPTER FIVE	68
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	68
5.1 Introduction	68
5.2 Summary of Findings	68
5.2.1 Respondents' Background Information.....	68
5.2.2 The role of Testing Speaking Skills through Writing in Selected Secondary Schools.....	69
5.2.3 Measures that can be put in Place to ensure that Problems Associated with Speaking Competence are addressed.....	69
5.3 Conclusion.....	69
5.3.1 The role of Testing Speaking Skills through Writing in Selected Secondary Schools.....	69
5.3.2 Measures that can be put in Place to ensure that Problems Associated with Speaking Competence are addressed.....	70
5.4 Recommendations	70
5.4.1 The Role of Testing Speaking Skills through Writing	71
5.4.2 How Testing Speaking Skills through Writing Affect Learners Speaking Competence	71
5.4.3 Measures that can be put in Place to ensure that Problems Associated with Speaking Competence Are Addressed	71
REFERENCES.....	73
APPENDICES	76
Appendix I: Questionnaire for Teachers of English	76
Appendix II: Questionnaire for Students	80
Appendix III: Lesson and Assessment Observation Guide	83
Appendix IV: Voice Recording Tool.....	85
Appendix V: University of Eldoret Research Authorization Letter	86
Appendix VI: Research Authorization Letter from Uasin Gishu County Director of Education	86
Appendix VII: List of Secondary Schools in Kesses Sub-County	88
Appendix VIII: The Map of Kesses Sub-County	90
Appendix IX: NACOSTI Research Authorization Letter.....	90
Appendix X: NACOSTI Research Permit	92
Appendix XI: Similarity Report	93

LIST OF TABLES

Table 3.1: Target Population.....	48
Table 3.2: Sampling Frame.....	51
Table 4.1: Teachers' Biographic Information.....	58
Table 4.2: Background Information of the students	60
Table 4.3: Speaking Lesson	61
Table 4.4: Effects of Testing Speaking Skills through Writing.....	63
Table 4.5: How Speaking Skills are Tested	65
Table 4.6: Voice Recorder Results.....	66
Table 4.7: Pronunciation Survey Results.....	67
Table 4.8: Measures to Address Problems Associated with Speaking Competence...68	

LIST OF FIGURES

Figure 1: Conceptual Framework 14

LIST OF ACRONYMS AND ABBREVIATIONS

I A:	Intergrated Approach
B.Ed. (Arts):	Bachelor of Education (Arts)
C.L.T:	Communicative Language Teaching
CAT:	Continuous Assessment Test
E.S.L:	English as a Second Language
E.S.S:	English Speaking Skill
E.T.S:	Educational Testing Service
K.C.P.E:	Kenya Certificate of Primary Education
K.C.S.E:	Kenya Certificate of Secondary Education
K.I.C.D:	Kenya Institute of Curriculum Development
K.N.E.C:	Kenya National Examinations Council (the national examination body)
M.O.E:	Ministry of Education
PGDE:	Post Graduate Diploma in Education
T.O.E.F.L:	Test of English as a Foreign Language
T.S.C:	Teachers Service Commission
TOEIC:	Test of English for International Communication
MT:	Mother Tongue
L2:	Second language
NACOSTI:	National Commission for Science Technology and Innovation
FL:	First Language

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, justification of the study, scope of the study, basic assumptions, limitations of the study, conceptual framework, theoretical framework, operational definition of terms and chapter summary.

1.2 Background of the Study

Speech has always been an important mode of communication in the world since most of everyday activities are conducted through verbal interaction. Very few people address each other through other modes of communication such as reading and writing in their daily interaction and therefore, a bigger percentage of their communication is through speech. Powers (2010), states that occasionally, because of time or financial constraints, test users- those who use scores to make decisions about test takers' qualifications for work or study may be inclined to use a less than fully comprehensive assessment of important skills or abilities. This is true especially when assessing English language proficiency, where the key question often is: "can a single measure (typically, a test of speaking ability, or sometimes reading) serve as a sufficient proxy for a test taker's overall proficiency in all modes of communication in English, including listening, speaking, reading and writing?"

According to Choi (2008), for a variety of practical reasons, the Test of English for International Communication (TOEIC) test programme originally offered only a multiple-choice test of listening and reading skills. Educational Testing Service (ETS)

introduced the TOEIC Speaking and Writing tests in 2006. Similarly, until 2005, the Test of English as a Foreign Language (TOEFL) test included only listening, writing and reading components. The main reason for adding a speaking component to the current TOEFL battery, therefore, was the criticism that although students could perform well on the original TOEFL Listening and Reading test, some could not communicate orally in academic situations.

Magoma (1999), argues that Kenyan language policy stipulates that English is the official language of the country. First, it is used, though not exclusively, in the three arms of the government namely, judiciary, legislature and the executive. Secondly, it is the means of communication amongst the elite, especially those who speak different languages. Thirdly, it is a means of international communication, linking Kenya with other parts of the world. It is also a medium of instruction from the fourth year of primary education upwards in all school subjects except Kiswahili and other foreign languages. In addition, parliament debates, sessional papers, business contracts and advertisements all use the English language. It follows therefore, that speaking competence in English language will enable one to excel in business, various professions and also enable one to communicate across tribal or racial lines.

Learner's performance in English according to the Kenya Certificate of Secondary Education (KCSE) has not been impressive over a number of years throughout the country. The Kenya National Examination Council (KNEC) newsletters of the years 2012, 2013 and 2014 all testify that many candidates perform poorly in English. As a result of this poor performance, the Ministry of Education places a lot of emphasis on the development of English language. It also places on the shoulder of English language teachers the task of molding the students so that they can express themselves

effectively in spoken English. This skill is important to secondary school graduates who need it to further their studies and advance their careers in various professions.

1.3 Statement of the Problem

English language is both the official language and the language of instruction in Kenyan secondary schools for all the subjects except for Kiswahili and other foreign languages; it is also used at the international level during formal forums. Academically, students need to be able to speak proficiently in order to accomplish a number of tasks such as asking and responding to questions, giving oral reports and communicating with classmates. It is therefore, important to develop English oral skills competence in learners. Globally, there is a debate that majority of high school graduates cannot speak English language properly (Alonzo, 2014; Sarwar et al., 2014; Alharbi, 2015). Even the bright students who get high scores in written examinations are unable to express themselves orally in English language (Sarwar et al., 2014).

According to Choi (2008), many newspapers have reported on cases of TOEIC test takers who, although they obtained very high scores on TOEIC Listening and Speaking test, were seriously deficient with regard to overall communicative ability. The point here is that, although listening and reading can provide an indirect indication of speaking and writing ability, they provide no comprehensive assessment of speaking competence. In Kenya, Atieno (2015), in her study on the variations in the levels of performance of learners among the various English language speaking skills tested in both written and oral approaches, pointed out that the testing of speaking skills has for a long time been ignored by KNEC even though the two skills (listening and speaking) have been in the syllabus since the inception of 8-4-4 system of education in 1985, the speaking skill was first tested in Kenya certificate of

secondary education (KCSE) English paper 2(102/2) in 2002. Only one aspect of speaking, namely pronunciation (homophones), was tested. The syllabus recommends that the students sit for an oral examination at the end of form four. However, this has never been implemented.

Uasin Gishu County, also referred to as the home of champions is known to produce the most prominent athletes in the world. However, in as much as a majority of these athletes are form four graduates, most of them cannot express themselves orally in English language during interviews. For instance, an interview by WBZ TV with one of the Kenyan athletes, who is a form four graduate from one of the schools in Uasin Gishu County, in April 17, 2017 can be seen struggling to express herself orally in English language. There is need therefore, for both teachers and the KNEC to emphasize on the importance of the speaking skill. So far, there is no study that has been done on the effects of testing speaking skills through writing on classroom practices and learners' speaking competence. This study therefore sought to investigate the role of testing speaking skills through writing on learners' speaking competence in selected Secondary Schools in Kesses Sub- County, Uasin Gishu County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

Main Objective

1. To investigate how testing speaking skills through writing on learners' speaking competence in selected secondary schools

Specific Objectives

1. To observe how speaking skills are assessed in selected Secondary Schools.
2. To provide some of the measures that can be put in place to ensure that problems associated with speaking competence are addressed.

1.5 Research Questions

The study was guided by the following research questions:

1. How does testing speaking skills through writing affect learners' speaking competence in selected secondary schools?
2. How is the speaking skill assessed in Kenyan secondary schools?
3. What are some of the measures that can be put in place to ensure that challenges associated with speaking competence are addressed?

1.6 Basic Assumptions of the Study

The study made the following assumptions:

- i. There were challenges in assessing speaking skills, therefore, the researcher sought to find out whether this is the cause of poorly spoken English among some high school graduates.
- ii. All the respondents provided true and reliable information.
- iii. All the teachers of English adhered to KICD guidelines for teaching and testing listening and speaking.

1.7 Scope of the Study

1. Participants of the study were drawn from teachers of English in Kesses Sub – County, Uasin Gishu County, Kenya.
2. The study was confined to schools that followed the KICD syllabus because teachers in such schools were likely to have similar experiences.
3. This study focused on the classroom practices and assessment of speaking skills in English.

1.8 Limitations of the Study

Uasin Gishu County is made up of six Sub- Counties but the study was limited to just one Sub-County. Time and resources hindered the extension of this research to other parts of the country. The findings of this research however, can serve as a reference point for other counties. The validity of the findings of this research depended on the fact that all public secondary schools in Kenya follow the same curriculum and teachers of English go through similar training programmes in all public universities, before being employed by the Teachers Service Commission (TSC).

In some schools, the data collection process was interrupted by school programmes such as sports, CATS, impromptu speeches by guest speakers and absence of the teacher to be observed. On other occasions, students would be sent home for school fees, hence forcing the researcher to postpone the process since the number of those present was not adequate for observation. The researcher therefore took much time in the field. Another limitation was the intervening variables which included biological factors such as learners with cleft palates and those who stammer. The researcher,

therefore, could not be able to guarantee the ability to control all the intervening variables in the study.

1.9 Significance of the Study

English language is both an official language and a language of instruction in Kenyan secondary schools for all the subjects except for Kiswahili and other foreign languages; it is also used at the international level during formal forums. It is, therefore, important to develop English communicative functions and competencies in learners. This study, therefore, on the effects of testing speaking skills through writing on classroom practices and learners' speaking competence in English, will help the teacher trainers and curriculum developers to familiarize themselves with the nature and causes of challenges associated with English language that affect learners' speaking competence and how to train teachers to help learners speak competently in English. It will also encourage the examiners to consider testing learners' speaking skills, therefore improving learners' speaking competence.

Familiarity with these factors could lead to an understanding of the learners' needs, teaching materials, teaching methods and the assessment tools to be used. The results of this study can be exploited for more efficient learning of the language in general. This can improve the quality of academic performance and effectiveness of the learning situation. Finally, it is expected KNEC will use the findings from this study to exploit the various options that can be used to assess speaking skills.

1.10 Theoretical Framework

The aim of the theoretical framework is to determine the position of speaking skill among the other skills and to analyze the elements that speaking as a skill includes. The following part will present the theory of communicative competence and its

relation to speaking, primarily based on Bygate and Harmer's theory of communicative competence.

The Theory of Communicative Competence

Speaking -Bygate vs. Harmer

Speaking, together with writing, comprises productive skills (Harmer, 2001). Gower at al. (1995, 99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories; accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. This is, however, rather a superficial view of this skill.

Bygate's Theory

According to Bygate (1987), in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations. We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path (Bygate, 1987). Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge 'in action', which creates the second aspect of speaking the skill. Bygate views the skill as comprising two components: production skills and interaction skills, both of which can be

affected by two conditions firstly, processing conditions, taking into consideration the fact that ‘a speech takes place under the pressure of time’; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors (Bygate, 1987, 7).

Production skills the processing conditions (time pressure) in certain ways limit or modify the oral production; it means the use of production skills. For that reason, speakers are forced to use devices which help them make the oral production possible or easier through ‘facilitation’, or enable them to change words they use in order to avoid or replace the difficult ones by means of ‘compensation’, Bygate says (p.14). There are four elementary ways of facilitating that Bygate distinguishes: simplifying structures, ellipsis, formulaic expressions, and using fillers and hesitation devices. On the other hand, when a speaker needs to alter, correct or change what he or she has said, they will need to make use of compensation devices. These include tools such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation. Bygate concludes that incorporation of these features, facilitation and compensation, in the teaching-learning process is of a considerable importance, in order to help students’ oral production and compensate for the problems they may face: All these features [facilitation, compensation] may in fact help learners to speak, and hence help them to learn to speak.

In addition to helping learners to learn to speak, these features may also help learners to sound normal in their use of the foreign language (Bygate, 1987, 20-21) Facilitation and compensation, both devices which help students make the oral production possible or easier, or help them to change, avoid or replace the difficult expressions, besides these elementary functions also help students to sound more

naturally as speakers of a foreign language. Interaction skills according to Bygate (1987, 22), both speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means 'good at saying what they want to say in a way which the listener finds understandable'.

This means being able to possess interaction skills. Communication of meaning then depends on two kinds of skill: routines, and negotiation skills. To begin with, routines are the typical patterns in which speakers organize what they have to communicate. There are two kinds of routines: information routines, and interaction routines. The information routines include frequently recurring types of information structures involved in, for example, stories, descriptions, comparisons, or instructions. Bygate further divides information routines according to their function into evaluative routines (explanations, predictions, justifications, preferences, decisions), and expository routines (narration, descriptions, instructions). The interaction routines, on the other hand, present the characteristic ways, in which interactions are organized dealing with the logical organization and order of the parts of conversation.

Interaction routines can typically be observed in, for example, telephone conversations, interviews, or conversations at the party (Bygate, 1987, 23-27). While routines present the typical patterns of conversation, negotiation skills, on the other hand, solve communication problems and enable the speaker and listener to make themselves clearly understood. In fact, according to Bygate, negotiation skills get routines through the management of interaction and negotiation of meaning. The first aspect of negotiation skills 'management of interaction', Bygate notes, refers to 'the business of agreeing who is going to speak next, and what he or she is going to talk about' (p.27). These are two aspects of management of interaction that Bygate

distinguishes: agenda of management and turn-taking. On one hand, participants' choice of the topic, how it is developed, its length, the beginning or the end is controlled by the agenda of management.

On the other hand, effective turn-taking requires five abilities: how to signal that one wants to speak, recognizing the right moment to get a turn, how to use appropriate turn structure in order to one's turn properly and not to lose it before finishing what one has to say, recognizing other people's signals of their desire to speak, and, finally, knowing how to let someone else have a turn (Bygate, 1987, 35-40). The second aspect of negotiation skills - 'the skill of communicating ideas clearly and signaling understanding or misunderstanding during a conversation' - is referred to as negotiation of meaning (p.27). There are two factors that ensure understanding during oral communications, according to Bygate; they are: the level of explicitness and procedures of negotiation (Bygate, 1987, 29).

The level of explicitness refers to the choice of expressions with regard to interlocutors' knowledge. As regards the procedures of negotiation, i.e., how specific speakers are in what they say, this aspect of negotiation of meaning involves the use of paraphrases, metaphors, on the use of vocabulary varying the degree of precisions with which we communicate (Bygate, 1987, 29-34). To sum it up, there are two basic aspects that Bygate distinguishes when considering the skill of speaking. These include the knowledge of the language and the skill in using this knowledge. The knowledge of producing the language has to be used in different circumstances as they appear during a conversation by means of the skill. The ability to use the knowledge requires two kinds of skills, according to Bygate-production skills, and interaction skills. Production skills involve two aspects- facilitation and

compensation, brought about by processing conditions. Both devices help students, besides making the oral production easier or possible, sound more naturally. Interaction skills, on the other hand, involve routines and negotiation skills. Routines present the typical patterns of conversation including interaction and information routines. Negotiation skills serve as a means for enabling the speaker and listener to make themselves clearly understood. This is achieved by two aspects: management of interaction and turn-taking.

Harmer's Theory

Harmer (2001), when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects – knowledge of ‘language features’, and the ability to process information on the spot, it means ‘mental/social processing’. The first aspect, language features, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language.

For a clearer view of what the individual features include, here is a brief overview: - connected speech-conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning-weakened sounds); expressive devices-pitch, stress, speed, volume, physical-non-verbal means for conveying meanings (super segmental features); lexis and grammar- supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc. - negotiation language-in order to seek clarification and to show the structure of we are saying (Harmer, 2001, 269-270). In order to wage a successful language interaction, it is necessary to realize the use of the language features through mental/social processing-with the help of ‘the rapid processing skills’, as Harmer calls

them (p.271). 'Mental/social processing' includes three features-language processing, interacting with others, and on-the-spot information processing. Again, to give a clearer view of what these features include, here is a brief summary: language processing-processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences); interacting with others-including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so; on-the-spot information processing i.e., processing the information the listener is told the moment he/she gets it (Harmer, 2001, 271).

From Harmer's point of view the ability to wage oral communication, it is necessary that the participant possesses knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas - connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker possesses these language features, processing skills, 'mental/social processing', will help him or her to achieve successful communication goal. Processing skills include these features language processing, interacting with others, and on-the-spot information processing. This theory, therefore, is important to this study because it emphasizes that one must have all language skills to be able to achieve a successful communication goal. The speaking skill is among these language features.

1.11 Conceptual Frameworks

Independent Variables

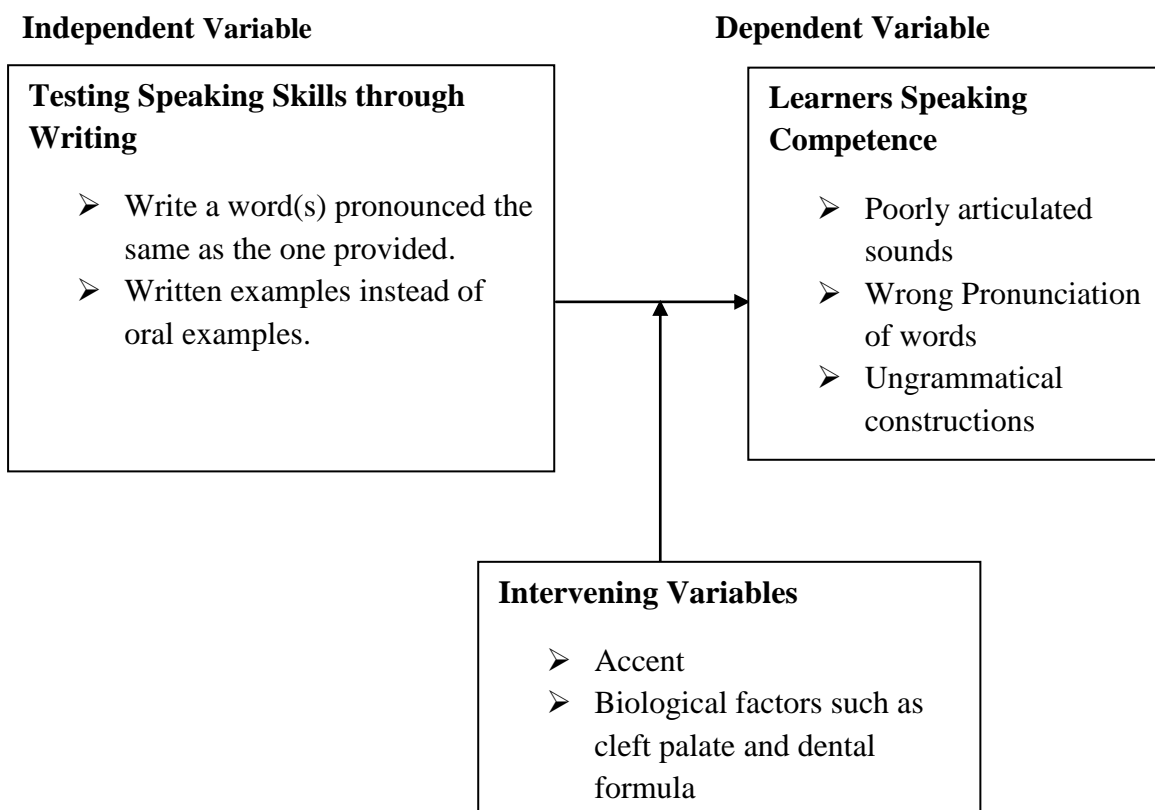


Figure 1: Conceptual Framework

The purpose of this model was to help us identify and familiarize ourselves with the factors that influence language learning, which in turn affect verbal communicative function of English as a second language and as a medium of instruction in schools. The independent variables influenced the dependent variables. In this model, the independent variables were the methods used during assessments and the classroom practices during English listening and speaking lessons.

The dependent variable was speaking competence in terms of articulation of sounds, pronunciation of words and ungrammatical sentence constructions in English language. However, there were intervening factors which included accent and

biological factors such as cleft palates. According to the Good Language Learner Model by Naiman et al. (1978), language learning can be affected and influenced by many variables. These may be categorized into two; independent variables and dependent variables. (See fig 1 page 9). Independent variables included factors such as the method and tools of assessment. These factors affected the attitude of students towards speaking skills, which will in turn, determine the seriousness with which the teachers and learners will treat speaking lessons. The methodology used by teachers in the classroom during interaction can encourage learners to practice the language, such as group/pair discussions, dialogue and role-play. These helped to improve their speaking competence.

The outcomes of this model were dependent variables, which depend on the independent variables as discussed above. However, there were intervening variables including but not limited to biological factors such as cleft palates and dental formula. The researcher was able to control these variables through purposive sampling. This was achieved by selecting respondents with desired features. The variables of the study were; the role testing speaking skills through writing and learners' speaking competence. This study, therefore, was an investigation of the role of testing speaking skills through writing on learners speaking competence in selected secondary schools in Kesses Sub-County, Uasin Gishu County-Kenya.

1.12 Conclusion

Bygate and Harmer agree that for a speaker, in order to be able to wage a successful fluent oral production, it is necessary to possess knowledge of the language and skill in using the language. Harmer and Bygate approach the speaking from the viewpoint of a skill that involves several elements to be considered during language teaching.

Harmer makes a distinction between knowledge of language features (skills) an ability to possess information and language on the spot via mental/social processing. According to Bygate, the skill of speaking involves production skills and interaction skills. While Harmer includes under the term language features connected speech, expressive devices, knowledge of lexis and grammar, and negotiation language; Bygate, on the other hand, distinguishes between two devices that are involved in production skills-facilitation and compensation.

The second group of skills that Harmer distinguishes includes rapid processing skills that help speakers process the information and language on the spot. These involve language processing, interacting with others and on-the-spot information processing. Bygate, on the other hand, recognizes the term interaction skills and involves here routines, the typical patterns for organizing utterances, and negotiation skill that realize these routines through management of interaction and negotiation of meaning so that understanding and thus communicative goal is achieved. The theory of communicative competence was therefore important to this study, because it emphasizes on production and interaction skills which according to this study, refers to the fact that lack of production and interaction skills during assessment, affects learners speaking competence.

1.13 Operational Definitions of Terms

Effect refers to a change that is as a result of an action or other cause.

Test is an assessment intended to measure the respondents' knowledge or other abilities.

Speaking is the action of conveying information or expressing ones' thoughts and feelings verbally.

Classroom practices refer to the chain of events, which occur, one after another, each occupying only a small segment of time during learning.

Communication is the verbal interchange of thoughts, ideas, information, emotions and skills. It is also the act of making one's information and opinion known to others formally and informally.

Speaking competence is the ability not only to apply the grammatical rules of a language in order to form correct sentences but also to know where and when to use these sentences.

1.14 Chapter Summary

In this chapter the following were discussed: the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, justification of the study, scope of the study, basic assumptions, limitations of the study, conceptual framework, theoretical framework and the definitions of operational terms. The next chapter, however, discussed the relevant literature with close reference to the topic and the objectives of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature related to the problem under investigation was reviewed. It was based on what other scholars have researched on, which is similar to what the researcher was investigating and the objectives of the study. The literature was reviewed under the following sub-headings:

1. The importance of the speaking skill and its assessment.
2. How speaking Skills are tested in Kenyan Secondary Schools.
3. Literature related to factors that affect learners' speaking competence.
4. Related studies done by other scholars.

2.2 Studies done on the Importance of the Speaking Skill and its Assessment

2.2.1 Testing Speaking Skills in Kenyan Secondary Schools

Oriwo (2015) carried out research on the relationship between English language test scores of the written and oral skills in Eldoret municipality and found out that in Kenya, the mode and the scope of testing influence to a great extent the exposure of the students to a particular area of study. The use of written tests by KNEC in the KCSE English language examination of the speaking skill has influenced the teachers of English attitude towards the training and valid testing of the speaking skill in the classroom. The current secondary school syllabus underscores the importance of speaking and recommends a comprehensive evaluation. It is therefore suggested that

testing speaking skills be done through dictation, listening comprehension, role play, note taking, making oral presentations, speeches, telling stories, reading aloud, reciting poems, oral interviews, conversation or even interpretive reading of extracts from books (KICD, 2002).

This study was based on the communicative approach to language testing. Tests should reflect the approach used in teaching. The teaching approach used in the Kenyan secondary schools is the CLT approach. However, it is important to note that the four testing approaches are not mutually exclusive. For that reason, the communicative approach is sometimes linked to the integrative approach. In the integrative approach, language is tested in context and the test items are thus concerned with meaning and the total communicative effect of discourse. Consequently, integrative tests do not seek to separate language skills into neat divisions in order to improve on test reliability. Rather, they are often designed to assess the learner's ability to use two or more skills simultaneously. Integrative tests are best characterized by the use of cloze tests.

Indeed, the current English paper 101/1 has taken cognizance of this fact and question two of this paper is a cloze test. The principle of cloze testing is based on Gestalt Theory of Closure explained as closing of gaps in patterns subconsciously. These tests measure the readers' ability to decode interrupted or mutilated messages by making the most acceptable substitution from all the contextual clues available. Other areas dealt with in an integrative test include: dictation, oral interviews, translation and essay writing. Again, it is worth noting that in the same paper 101/1 a functional essay is tested in question one. Both integrative and communicative approaches emphasize

the importance of meaning of utterances rather than their form and structure. Nevertheless, there are fundamental differences between the two approaches.

Communicative tests are concerned primarily (if not totally) with how language is used in communication. Communicative language involves negotiation and exchange of information between two parties through the use of verbal and non-verbal signs, oral and written forms. Most communicative tests aim to incorporate tasks, which approximate as closely as possible to those facing students in real life. Success is judged in terms of the effectiveness of the communication, which takes place rather than formal linguistic accuracy. Language use is often emphasized to the exclusion of language usage.

Use is concerned with how people actually use language for multitude of different purposes while usage concerns the formal patterns of language (described in prescriptive grammars and lexicons). In practice, however, some tests of a communicative nature include the testing of usage and also assess the ability to handle format patterns of the target language. In view of these concerns, the test items in the study were carefully selected to cater for both use and usage. Items such as stress and intonation were marked for accuracy, that is, usage while rendition of the oral narrative and the conversation were marked for usage.

Kathleen (1996) argues that in the communicative approach to testing language, the intention is to measure how tests are able to use language in real life situations. In testing productive skills (speaking and writing) emphasis is placed on appropriateness rather than on the ability to form grammatically correct sentences. For the receptive skills (listening and reading) emphasis is on understanding the communicative intent of the speaker or the writer rather than on picking out specific details. Ideally, both

receptive and productive skills should be combined in communicative testing so that the test both comprehends language and responds in real time. In life, the different skills are not often used in isolation. Even though rendition and conversation test items have some listening elements in the oral test, in the scoring focus was not put on listening. Emphasis was on appropriateness of the responses.

The communicativeness of a test might be seen as being on a continuum. Few tests are completely communicative; many tests have some element of communicativeness. A test in which testees' are face to face with an interlocutor and produce an appropriate response is a more valid communicative test. At this point, one admits that some test items (stress and intonation) lacked communicativeness. The other two items (rendition and conversation) were within the demands of communicativeness. Communicative tests are often very content specific. The test should reflect the communicative situations in which the testees' are likely to find themselves. These include the general social situations where they might be in a position to use English.

This basic assumption influences the tasks chosen to test language in communicative situations. In this study, the testees' were involved in at least one communicative task in an achievement test situation. The other test items fall short of communicativeness but are still within the scope of speaking activities. The testees, in preparation for KCSE, had covered the course material in the sort of tasks the test asks them to perform. The functions the testees' were expected to perform had been covered as stipulated in the syllabus. As propounded by Kathleen (9), evaluation of communicative tests has elements of subjectivity. Real life situations have no objectively right or wrong answers and so band scales befit evaluation of the results. Each band has a description of the quality and sometimes quantity of either the

productive or receptive performance of the testee'. In line with this proposition, the research used a band scale in addition to objective answers to evaluate the speaking competence of the study subjects. The band scale incorporated some level of accuracy in so far as the utterances were intelligible.

The problem of poor spoken English language among Form four graduates has led to a general feeling that there is a need to re-examine the teaching of English language in Secondary Schools in Kenya (Mwamba, 2005). According to many researchers, the reasons for poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations, teachers' own limited English proficiency, class conditions that do not favor oral activities and limited opportunities outside class for practicing using English language (Mwamba, 2005; K. I. E, 2002; Kioko & Muthwii, 2001; Alharbi, 2015; Bashir et al., 2011; Soureshjani & Riahipour, 2012; Alharbi, 2015).

Lee (2013) identifies tests as the driving force behind learning. This fact applies to the Kenyan situation as well. Many teaching and learning activities are geared towards excellence in national examinations. Given that the teaching approach used is Communicative Language Teaching (CLT), Lee is right to suggest that the tests in a communicative syllabus should be adjusted to be more communicative and incorporate evaluation of oral abilities. The researcher therefore agrees with these scholars that, testing speaking skills through writing denies the skill the attention and the seriousness that it is supposed to receive from both teachers and learners.

The scholars in the above studies carried out comparative studies on testing speaking skills orally vs using other means. This therefore prompted a study on the role of testing speaking through writing to be conducted.

2.2.2 The Importance of Assessing the Speaking Skill

David and Falchikov (2006) posit that assessment is an activity that engages both students and teachers in judgment about the quality of student achievement or performance, and inferences about the learning that has taken place. Assessment does have an impact on the students' approach to learning. The nature of the assessment determines the learning behaviour of the students as well as the teaching behavior of the teachers (Alam, 2012; Burton, 2009). Noor (2013) points out in his study that in the learning process, assessment is the final step where the learners get feedback of what they have been taught and how much they have learnt. Proper testing is necessary in skills development because without testing, the process of achieving competence remains incomplete.

Testing makes students sincere enough to learn things properly. In countries where English is the second language, students do not get that much opportunity to use their English skills. And even if they get a chance to use, they do not get proper feedback of whether they are using proper English or not. Therefore, institutions are the best place to implement what they have learnt and where they can be assessed and corrected. In our context, it is a common psychology that students learn language to achieve good score in examinations, not to develop skills. Speaking assessment is equally important like the other skills. Most teachers would accept that "if you want to encourage oral ability, and then test oral ability".

Hughes (2014) emphasizes that speaking assessment is equally important like the other skills. Most teachers would accept that "if you want to encourage oral ability, and then test oral ability." If students know that they have to present something or give an oral test in English during exams and their success in language use will

depend on their performance, they will be serious enough to develop their speaking skills. Although through writing and reading tests speaking and listening ability can be judged indirectly, these tests provide no comprehensive assessment of learners' communicative ability. Mutiso (2006) argues that syllabus for upper secondary schools currently determines that rehearsing oral skills should be included in all courses, which means that assessing oral skills needs to be included in all courses as well. However, the syllabus does not give detailed guidelines for the assessment.

Assessing spoken language can be divided into two main ways. One can either look at language in a holistic way, or then one can divide the language into pieces (grammar, pronunciation etc.) and look at them separately, which is called an analytic way of assessing (Bachman, 1991, 301-330). Holistic way means assessing the situation overall, and how the subject handles and performs in a situation that is being assessed. Holistic way of assessing is based on the idea that we cannot see grammatical, or other language function that take place inside one's mind, so therefore we cannot judge them. We have to judge the functions we are able to observe: the learner's ability to perform in a given task. Analytic way of assessing means looking at certain, predetermined points, for instance pronunciation, rhythm etc.

According to Knight (1992), teachers should focus on using the latter way of assessing, since it is important that the teachers know what exactly needs to be improved in the learner's speech, and that they are able to give instructive feedback. Valkonen (2003), also talks about the different aspects of assessing language in a holistic or analytic way. She mentions how in a quick classroom situation it is difficult to give analytic feedback and how it is possible that if there are clear analytic

instructions for the assessment, it might actually interfere with the assessment process, when only certain things are being looked at.

However, Valkonen (2003), supports the analytic way of assessing, since it is based on the idea, that it is possible to master different areas of language with different ability and teachers should be able to give correct feedback for all of these areas. In my study I also focused on the analytic way of assessing oral skills, since I wanted to find out clear, detailed answers and not big, overall impressions. According to Knight (1992), assessing speaking skills can cause problems in a classroom situation for instance because of the following reasons: assessing oral skills requires time and equipment, the problem of finding productive and relevant tasks, and the problem of assessing students in a consistent way, even though the situations change. Bachman (1991: 39) also mentions the huge amount of variations found in almost every language, so who decides what norm we choose to look at, when assessing the language students produce. Most importantly, do the students know what is expected of them and how those expectations might influence the student and his/hers output?

Based on studies done by the above scholars, it is evident that the fact that a certain skill will be assessed has an impact on classroom practices. This means that a lot of seriousness is attached to a skill that is likely to undergo assessment.

2.2.3 The Importance Spoken Fluency

According to Noor (2013) in his study on speaking assessment at secondary and higher secondary levels and students' deficiency in speaking skill, he argues that fluency in speaking is needed for professional purpose, like doing business and diplomatic jobs, and for higher studies. At the private sector, various local and multinational companies have created a large job field for our young generation. Here,

the most required qualities of the candidates are presentation skills and fluency in speaking which can be noted from the job advertisements in newspapers and other media. Sometimes at an interview the academic qualifications can be ignored if a candidate's presentation skill in English is satisfactory.

On the other hand, students going abroad to further their studies must be fluent in spoken English. In today's work places our speaking competence is becoming more important with the advancement of technology. At the workplaces where everything is conducted through voice mail, teleconference, video conference and PowerPoint presentation, people's ability to speak fluently has become essentially important. In Kenya, students lack communicative and linguistic competence and often code switch to use *Sheng*, Kiswahili and English language during conversations in group discussions in class (Abenga, 2005; Gudu, 2010). Research done in Kenya by Mwamba (2005) found out that many students in secondary schools were shy and preferred remaining quiet in class because they were unable to express themselves properly in spoken English.

The speaking skill is central to success in life and this is why Obura (1986) blames language teachers for denying their learners chances to learn how to speak in the language classroom. It has been noted with a lot of concern that most students who have completed form four are unable to communicate properly in English (Abenga, 2005). For some of the first-year students who join Kenyan universities are unable to hold class discussions in English (Barasa, 2005). The poor performance and low proficiency in English has led to dissatisfaction by groups within the education and employment sectors (ibid.). Thus, according to Mwamba (2005), many students in secondary schools are shy and prefer remaining quiet in class because they are unable

to express themselves appropriately in spoken language. This reflects negatively on the education system because the speaking skill is an important survival skill required at places of work, school and back at home, during job interviews and hence a gateway to employment. The realization of low proficiency in oral skills among Form Four graduates has thus been an area of concern among educationist in Kenya. In response to this problem, the Kenya government in 1986 introduced the 8-4-4 system of education to address this, among other, problems; the curriculum was later revised in 2002 to further enhance the teaching of English language. With the introduction of this system, English language and Literature were combined and taught as a single subject (K.I.E, 2002) with the basic language skills, listening and speaking, reading and writing being taught together to complement one another in the process of English learning (Oketch, 2005).

Furthermore, the Ministry of Education (MoE) modified the syllabus for English by reducing the content to be taught. Second, MoE made testing of oral skills compulsory in the Kenya Certificate of Secondary Education (KCSE) and Kenya National Examinations Council (KNEC) released a new format of examinations for secondary school that recognizes the need for integration of language and literature at all levels (Barasa, 2005). The revised 2002 English Syllabus pioneer candidates sat the KCSE English Paper 1 in 2006. However, the performance in English still remained dismal. This syllabus lays great emphasis on the acquisition of the four basic skills: listening, speaking, reading and writing and also emphasizes, practicing English language skills effectively, promoting effective communication, developing critical thinking and promoting life-long interest in reading.

According to the National Curriculum Development Committee (NCDC) (as cited in Gathumbi & Masembe, 2005), the objectives of teaching English language and Literature as a course was to help learners understand the different contexts in which speech is used depending on the topic of discussion, the place and whom one is talking to; be able to understand with reasonable ease rapid standard speech in situations such as class discussions, radio/television programmes, recorded plays, full length speech and everyday speech. In addition, learners were expected to be active and to use their experiences in the learning process through various learning activities. Thus, learners would see themselves as actors, unlike in the old system where they were passive receivers of knowledge. The Integrated Approach (IA), therefore, emphasizes a shift from the idea of knowledge as 'given' to the idea of knowledge as 'made' (Adams, 1982; Shiundu & Mohamed, 1966; Neri de Souza et al., 2007), maximizing on meaningful communication and classroom interaction (Gathumbi & Masembe, 2005) and encourages learners to think in order to solve problems (Akabway et al., 1992).

Based on the discussion so far, it can be argued that integration was meant to improve the learning and teaching of English, specifically oral skills of secondary school graduates. However, its implementation had problems and the objectives were only partly achieved. Specifically, it did not achieve much in improving the oral skills of Form Four graduates. The debate thus constructed centered on reasons for the partial success. The first problem was lack of strict supervision and evaluation. Any teaching method to be implemented effectively should be strictly supervised and evaluated for it to achieve its intended objectives (Ayot, 1984).

A problem therefore arises because there is little supervision in instructional methods currently in Kenyan Schools. This is because the large numbers of teachers need guidance on how to employ the IA in classroom activities and the instructional resources, yet there are few inspectors to provide guidance. In the Kenyan situation, supervision is only done to teacher students during teaching practice but rarely is it done to fully-fledged teachers (Ayot, 1984). Clinical supervision which puts emphasis on improvement of classroom performance on the use of tools and skills was neglected for the IA to teaching English. In addition, the Ministry of Education; MoE (1992) notes that 'speaking skills' was largely neglected and not taught in many secondary schools since it was not examined at the national level. Teachers believed that acquisition of the speaking skills was a natural process.

Second, there is lack of teachers trained in both English and Literature as a combined course. This problem led the Teachers' Service Commission (TSC) to caution universities training secondary teachers of English to ensure that they are trained in the IA (*Daily Nation*, 2009). This brings to light the problems of teaching the IA especially when the teacher is trained in English and another teaching subject. Rotumoi (2006) observes that Kenyatta University was the first university to make the teaching of English and Literature mandatory in 1978 and Nairobi University followed suit. However, those teachers who had trained earlier did not possess the critical skills of handling both subjects and yet some still teach English as a subject.

Third, the merging of English and Literature causes serious problems that lead to confusion, reduction in time allocation and resistance (Munoko, 1996; Anyanzwa & Otunga, 2007; Barasa, 2005). In addition, reduction in the number of lessons as a result of integration is double tragedy because the content is too much thus

completion of syllabus is impossible. The IA results in heavy work load for both teachers and the students. Teachers therefore neglect the weak students and only move on with fast learners. Most teachers of English are in agreement that more hours should be devoted to the teaching of English language in the Kenyan Secondary Schools because it is taught as a second language. Besides, when a new curriculum is introduced, teachers resist change and do not fully embrace the tenets of such a new curriculum (Loepp, 1991).

Fourth is the lack of relevant teaching resources. The cornerstone of the IA is the emphasis on extensive use of authentic teaching materials. Anyanzwa and Otunga (2007) and Oketch (2005) point out that resource materials and appropriate instructional settings which include text books, pictures, cards, articles, audio-visual aids, fieldworks, workshops, laboratories and personnel are critical to learning. In addition, Barasa (2005) emphasizes that for quality English teacher training, there has to be an improvement in the provision of language resources in secondary schools; the backbone of any educational system. They facilitate understanding of difficult concepts. Schools such as national and private ones where parents are able to provide resources perform well especially in the speaking skill. This is why the author was convinced to establish if the secondary schools in Kenya have enough materials for use when using the IA to teach a speaking skills lesson. In addition, teaching materials lack in the schools as a result of procurement related problems encountered by the Kenya Institute of Management.

These studies have all emphasized the importance of the spoken fluency in our daily undertakings. One cannot be taken seriously unless they are able to fluently express themselves.

2.3 Practices That Affect Learners' Speaking Competence

Apart from testing speaking skills through writing, there are other factors that contribute to learners' lack of competence in speaking. These factors include the learners' attitude towards speaking skills and the classroom practices during listening and speaking lessons. Mang'eni (2010) carried out a study to interrogate learners' verbal communication in the English language during classroom interaction and it was found that group work was one of the methods which involved engaging students in debates and lively discussions. Learners should therefore be exposed to situations where they can use language in context (Gecaga, 1986). In this context, learners should be encouraged to express themselves orally, for example, in class discussions and be provided with opportunities for role-play, drama and debates. Gecaga (1986) goes on claiming that, if students are well exposed in their learning, minimal guidance is needed because they are able to gain more vocabulary and build in their use of language.

Mang'eni (2010) posits that, learning should take place by doing in order to produce the best results. Therefore, practical methods like group activities, inquiry, discovery and discussions should be very much emphasized by educators. The author further contends that, learners should be encouraged to express themselves orally in class discussion and where possible and be provided with radios, televisions (TVs) and videos because they promote students' oral skills, aural skills and appeal to their senses. Moreover, the teacher of English too should continue perfecting own spoken English so as to serve as a role model for students to emulate. Kaye and Rogers (1968) support this argument by claiming that group work when managed well can lead to increased prospects for learners to speak English. This small group setting

provides favourable context for the learners to use language freely from the teacher's domination.

Archmad and Yusuf (2014) recommend that when a teacher is using the uncontrolled classroom activities, it is important to take cognizance of the culture of the learners as it impacts on their learning outcomes. A study done in Spain by Alonso (2014) found out that teachers do not invite native speakers of English to interact with learners. Although, this strategy usually motivates and enable learners to acquire the sounds as pronounced by native speakers (role modelling), Teachers underrate the contribution of interaction with native speakers which is a key pillar in motivation of students.

Learners play an important role in speaking skills lesson. First, students should be able to interact with the curriculum being provided. This requires learners who have internal motivation towards the speaking skill. This increases self-esteem, confidence and willingness to communicate (Alharbi, 2015). The learners then develop long-term self-motivation and determination which will enable them to put more effort by participating actively in classroom activities and speaking in English outside the classroom.

Talley and Hui-ling (2014) observe that learners are expected to agree to initiate, respond, manage and negotiate their part in the speaking skills lesson. They also point out that curriculum for teaching speaking skill should endeavour to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the lesson. Talley and Hui-Ling (2014) argue that English speaking curriculum should take cognizance of international and local cultures which should coexist mutually. In addition, Ngagi et al. (2014) recommend that a curriculum should

be designed in a manner that it recognizes the classroom activities of learners in order to enhance learning outcomes.

Tuan and Mai (2015) pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities. For students to have a successful conversation, they must have good listening skills in order to understand what is said to them. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker (Tuan & Mai, 2015).

According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills (Johnson, 2006; Villegas & Lukas, 2002; Gathumbi & Masembe, 2005; Okech, 2005). Classroom activities improve student's active participation, motivate and expose students to authentic use of English language in context. Many researchers have also proven that students are much more ready to interact with each other with more complex responses than with their teacher (Achmad & Yusuf, 2014) 'students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers.

2.4 Other Factors That Affect Learners Speaking Competence

English language is not the first language to Kenyan students. It is rather learned as a second language. Through this process of acquisition, students face a number of challenges that obstruct them from being fluent speakers of English. Early scholarly

works done in a similar field in other countries indicate that acquisition of speaking skills in English is influenced by a number of factors. These factors include:

The students' home environment and background are fundamental in the acquisition of a second language process. For example, Indian students whose parents are peasants with a poor educational background experience difficulties when asked to speak in English. In addition, the poverty levels in Indians are found to force most parents to involve students in money-generating activities at the expense of sending these students to schools resulting into poor speakers of English due to lack of exposure (Spratt et al., 2005). This scenario shows that students' family background apparently affects the acquisition of speaking skills in English.

Findings in a study conducted in India by Kansakar (1998) on the effect of mother tongue (Indian) on acquisition of a foreign or a second language, indicated that articulation of words, their speech pattern, pitch, and the sound system impacted greatly on the acquisition of a FL or L2. Therefore, the mismatch between Indian mother tongue and English language in terms of these features earlier mentioned ends up confusing students. The confusion comes as students are required to first unlearn all the linguistic features in their MT then start to learn the English features for acquisition of English to take place (Kansakar, 1998). In relation to this, students learn to communicate in English while bringing in MT interference which leads to varieties of "Englishes" and misunderstanding. In the same context, learners tend to do literal mother tongue translations when speaking in English.

According to Baker and Westrup (2000); KIE (2006); Kisilu and Lelei (2008), making translations into MT as a way of conveying the meaning of new items should be avoided at all costs. In a similar study, done in a University in Vietnam, languages

used by students when thinking and speaking English were examined. Findings of the study revealed that a substantial number of students thought in Vietnamese language when they were speaking in English.

Wenden (2005) observed that designing the spoken word in the local (native) language and then translating it to another language is disastrous students as it affects the acquisition of the target language (English). This is a similar case with Indian students who are fond of using their mother tongue when involved in English speaking and writing activities. Mother tongue influence therefore prevents students from acquiring the correct English and increases students' vulnerability to English spoken errors which could be managed through practicing to speak good English in various contexts. This same scenario applies to Kenyan students.

In a similar study done in Malaysia, it was found that the factors that caused low English language learning and acquisition among students included: students lacked self-confidence when using English language as they saw English as a difficult language (Souriyavongsa et al., 2013). Muriungi and Mbui (2013) also conducted a similar study to investigate how mother tongue influenced the acquisition of English language and the findings of the study indicated that mother tongue hindered students from acquiring the language. The authors in the study pointed out that in order to acquire an L2 successfully, the students' learning environment should be enabling for reasonable levels of competence in English language to be achieved. This suggests therefore that, English language ought to be taught in contexts rich in English input and support (Belchamber, 2007).

Motivation is important in second language learning and acquisition process. Reece and Walker (1997) emphasize that a less able student who is highly motivated can

achieve greater success than the more intelligent student who is not well motivated. Crookes and Schmidt (1991) view motivation from various perspectives; in terms of choice, engagement and persistence as determined by interest, relevance, expectancy and outcome. The authors further argue that motivation depends mainly on the social interaction between teachers and learners. Cooper and McIntyre (1998) claim that highly motivated students necessitate strong interpersonal and social interaction hence creating an effective learning environment.

Macaro (2010) observes that intrinsic motivation is greatly associated with educational success. Implying that students who are persistently encouraged to learn eventually do better than those less encouraged. Thus, students from families that value English language learning are likely to acquire English faster than those who less value the language. Clearly, students who enjoy language learning and take pride in their progress will do better than those who do not. The author further maintains that students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who are not. For instance, students from families that place little importance on English language learning are likely to progress less quickly.

According to Philpot (2007) lower motivation levels or lack of motivation hinders learners from actively participating in speaking activities. This therefore implies that learners need to be given ample time free from interruption when involved in any conversation with minimal correction of what they are saying as this motivates them a great deal. Also, teachers should always appreciate any slight improvement made by students towards using English correctly in the right context. The consequence of close monitoring and correcting learners' spoken language by the teacher will

translate to reluctance by the student in participating in the speaking activities leading to poor practice or no practice at all.

Research has shown that many students can hardly communicate in English correctly without grammatical errors despite completing their “O” level of education or even going up to university. This inefficiency is well attributed to the fact that students view English as an examination subject rather than a language to be practiced for use in various contexts. This perception makes students to give English less emphasis hence ignoring the language. According to Spratt, Pulverness and Williams (2005), learners’ speaking skills can be developed regularly by emphasizing on fluency and pronunciation aspects of speaking through the achievement of grammatical competence and accuracy when speaking English language.

In Kenya, there are two main languages acceptable to be used in the school domain: English and Kiswahili. Others are foreign languages like French, Arabic and German. English is the official language since the leadership of the 1st president of Kenya, His Excellency, President Jomo Kenyatta after independence 1963. Kiswahili (Swahili), on the other hand, is the Kenyan national language spoken by majority of Kenyans and a Lingua franca. It also attempts to unify other African countries like Tanzania, Burundi, Uganda and Zaire. However, in 2010 the 3rd president of Kenya Honourable Mwai Emilio Kibaki in the new promulgated Constitution declared Kiswahili an official language, which had been initially used as a national language. This made Kenya have 2 official languages English and Kiswahili in addition to Sign Language (Kibui, 2014).

The central role of listening comprehension in the second/foreign language acquisition process is now largely accepted. Listening plays an extremely important

role in the development of speaking abilities. Usually, one person speaks and the other responds by means of the listening process. In fact, during interaction, every speaker plays a duo role (as a listener and a speaker). If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills. Bwire (2007) supports the view that there is a direct relationship between listening and speaking skills in a communication process, that is, “speaking and listening are reciprocal activities with both playing different roles.” Research has shown that, there is reciprocity between reading and oral language.

DeGelder and Morais (1995) argue that as skills in some aspect of oral language increase, they help development in reading, and as a person improves his reading skills, that improvement seems to enhance further improvement in the spoken language. Bwire (2007) maintains that spoken language relies greatly on intonation and paralinguistic features like gestures and facial expressions for its meaning. This means that meaning precedes speaking in the language learning process. This statement is in agreement with Syomwene (2013) who argues that the meaning of new words is affected by the characteristics associated with spoken Language like presence of hesitation, use of fillers like “er”, “em”, and continuous repetition of phrases. Another problem associated with spoken language is “the contradiction of the standard dialectal or standard written form which may sometimes be dialectal or results of rhythm and stress in the flow of speech” (Bwire, 2007, p.60). Also, emotions associated with spoken language like annoyance and excitement as expressed in intonation can be difficult to represent in writing except when complemented by phrases like “said excitedly”. This shows that spoken Language has a great impact on listening as well as writing because the listener will not print to describe these emotions explicitly.

In addition, the spoken Language limits the freedom of listener in terms of what to listen to and at what pace. This is so because in spoken Language, the words are spoken once and the listener may or may not hear them all. If the listener's mind starts to wander looking for the lost information, the listener may totally lose things said later unless the speaker decides to repeat it or print speech (Bwire, 2007). The author moreover, says that sometimes propaganda and inflection in speaking might render the listener misunderstanding, misinterpreting, being influenced adversely or being misled in listening than in reading. Therefore, for effective speaking to be said to take place, the listener should be able to grasp and understand all that is said and the spoken word should translate to a written form with a lot of ease. Thus, speaking and listening co-exist mutually.

According to research done in India, this is the most common problem encountered by learners in the language acquisition process. Speaking activities require a learner to have all eyes on him. This exposure to an audience can often give learners stage fright due to lack of confidence and shyness. In relation to a study done in Hanoi University, Vietnam, students did not speak fluently due to lack of confidence. Baker and Westrup (2003) observe that shyness is very likely to occur when students speak English because most students do not prepare what to say and also underestimate speaking as a skill. Instead, a majority of the students only picture what to say in mind but remain silent.

Anxiety can be caused by a student speaking a foreign language (FL) or second language (L2) in public. This can make many students be tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Adult's view making errors as a public display of ignorance

which will be an obvious occasion of losing face (Cao, 2011). These learners may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where they either make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

Students of English sometimes face the problem of having to search for an appropriate word in order to fit into a particular context (Tarone, 2005). This happens because of lack of exposure to a variety of vocabulary. Baker and Westrup (2003) argue that learners sometimes may have little idea about what to say, may not know the words to use, or may not be sure how to use the grammar. Celce-murcia, Brinton and Goodwin (1996) claim that the acquisition of good pronunciation is commonly held to be the most difficult of all tasks in second language learning. This was evident in a study conducted in Hanoi University, Vietnam where most students reported to be one of the problems hindering them from being proficient speakers of English. This will eventually lead to failure in communicating fluently in English language, which will again lead to losing of confidence and lack of motivation to speak.

To establish influence of peers on acquisition of speaking in a second language, 2 classroom experiments were organized to examine the effects of peer tutoring intervention on the second language acquisition of secondary school students. English acquisition by limited English-speaking Mexican American students was measured in the 1st experiment and was measured Spanish acquisition by limited Spanish – speaking Mexican American students was measured in experiment 2. The subjects were matched on an overall language proficiency and on a verbal interaction score and assigned to treatment and control groups. In experiment 1, it was found that there

were significant group differences in frequency of English utterances to peers in a structured setting with the difference favoring the treatment group. The correlation analysis indicated significant relationship between English proficiency and verbal interaction in English with peers. From both the experiment group and control group in experiment 2, the frequency of Spanish utterances to peers in free play decreased, resulting in the almost total absence of Spanish use by the students. These findings suggested that peer tutoring may be an effective means of encouraging interaction between Mexican American students acquiring English and their fluent English-speaking peers (Diane, 2012).

Although there is no particular policy regarding the optimum age for sitting for the national examinations, there should be an appropriate age for a pupil to enroll in school. Mugo (2016) suggested a child to be in class one at 7 years. Mr Mugo John, Uwezo Kenya Country Co-ordinator observed in the Standard Newspaper of 2nd November, 2016 in the released KCPE exam results that child should get to standard one at 7years. This should be so because this is the time they are emotionally, psychologically developed and are ready to do class work (p: 8).

Further, in the same released KCPE results among the Counties that registered overage candidates for KCPE 2016 was Turkana County. The said County had registered the highest number of candidates above 19 years of age 2,850 in total. This case was attributed to the harsh living conditions in the area that could have contributed to delayed enrolment. This apparently affected their KCPE performance to be poor compared to Counties like Nairobi with majority of average aged candidates (14years).

However, a number of Counties recorded underage students for standard 8 nationally including Nairobi and Bungoma. This scenario was attributed to the fact that most parents are working class and they have no time to take care of their children and are forced to keep them in school making them start school early (The Standard, 2016:8).

In a related study done in Malaysia, it was found that the factors that caused poor acquisition of English proficiency among students included: poor training of teachers , the language of instruction (Lao language), learners had a poor English language foundation, the students lacked self-confidence when using the language, an inappropriate curriculum, saw English as a difficult language, did not practice speaking the TL and also the learning environment was crowded and noisy not fit for learning to take place (Souriyavongsa et al., 2013).

In another study done in Australia, the factors that affected acquisition of English language among Australian students included: the learners changing habits, the cultural backgrounds, lack of strict rules in the pronunciation of their MT (Cao, 2011). Cao in addition found that anxiety was another factor where students were found out to be afraid of making mistakes in the classes. Also, students had a poor socio-economic background (Khattak et al., 2011). In a related study conducted in Arabia on problems encountered by Arab L2 learners showed that learners preferred to use Arabic rather than English when communication both outside and inside the classroom. The students also lacked exposure to the TL as spoken by its native speakers, the language teaching context and lack of their personal motivation (Loae, 2011). Loae presented the various factors that impact the L2 learners to have poor English language learning and acquisition as follows:

- i. They regarded English as difficult (attitude).

- ii. Learners depended on the English teachers as authorities.
- iii. Not motivated to use English in the home environment and community.
- iv. Learners lacked exposure to the language as they rarely use English outside and inside the classrooms.
- v. Learners had limited vocabulary proficiency and lacked enough reading materials.
- vi. Lack of motivation and negative attitude towards English as the target language.

This study however, placed a lot of emphasis on other factors that contribute to poorly spoken English. Clearly, testing speaking skills through writing, plays a major role in learners speaking competence. This therefore, necessitated this study on the role of testing speaking skills through writing on learners speaking competence.

2.5 Related Studies Done by Other Scholars

David Boud and Falchikov (2006) defined assessment as an activity that engages both students and teachers in judgment about the quality of student achievement or performance, and inferences about the learning that has taken place. Alam (2012); Bruton (2009) argue that assessment does not have an impact on the students' approach to learning. The nature of the assessment determines the learning behavior of the students as well as the teaching behavior of the teachers. Ahmad (2011); Akiyama (2003); Ali et al. (2012) argue that the grading system is based only on achievement of scores. So, the teachers, students, administration and other stakeholders focus only on areas of the syllabi that bring good credit to them in terms of achievement scores in examinations. If assessment is limited to written examinations, then the students will only learn how to write.

Margret (2010) conducted a study on linguistic strategies teachers of English use to teach language oral skills. The study findings revealed that teachers taught using various strategies for learners to develop their English oral proficiency skills like dialogue, group and pair discussions and storytelling. Margret however in the study noted that debates were not adopted by the teachers due to the fact that debates seemed boring to teachers.

Ali et al. (2009), states that learning a language is assessment driven. Instead of assessing four basic skills only writing skills are assessed in the public sector, educational institutions including universities in Pakistan. According to Alam (2012); Coleman (2010) the assessment of writing skills alone gives high grades and students work hard for mastery in writing excellent pieces. English speaking skills (ESS) have rarely been assessed. That is why students do not pay attention to English speaking skills. Consequently, the level of English-speaking proficiency is very low in outgoing graduates of higher education in Pakistan.

Sujin (2010) carried out a study on current practice of classroom speaking assessment in secondary schools in South Korea and found out that since the 6th National Curriculum was implemented in 1992, the curriculum has put an increasing emphasis on enhancing students' oral communication skills. However, there are a few opportunities to evaluate learners' speaking skills because speaking assessment is not administered in any formal way. Classroom assessment can serve as a powerful motivation factor. He goes ahead to argue that tests in general have positive effects on enhancing learning motivation. In the case of communicative assessment, discrepancy between the test taker's grammatical competence and communicative competence is manifested. Students can notice the gap between their linguistic competence and real

language use while involving interaction with peers or a teacher. Consequently, it helps learners recognize what is really important and to know how to use language they have learned in a variety of ways in real life situations.

Someone's fluency in speaking indicates his or her competence in that language. A person may write without proper knowledge of grammar and sentence structure; he or she can read without proper pronunciation, listen without proper listening skill; whereas, speaking skill depends on the total knowledge of a language (vocabulary, grammar, sentence structure, listening etc). When we take part in an interaction, we not only speak but also listen. If we use wrong English, we fail to communicate properly and get instant feedback of this failure. It is an important part of everyday interaction. The first impression of a person's language skill depends on his/her ability to speak fluently and comprehensively.

Brown and Yule (2011) mention that language has two functions: transferring information (transactional function) and maintaining social relationships (interactional function). Interactional spoken language depends not on accuracy and clarity, rather it is characterized by shift of topic and short turns. Transactional spoken language is characterized by longer turns and clear topic. Effective transference of data is the goal of transactional spoken language and therefore, interlocutors are engaged for negotiation of meaning (1-3). Brown and Yule (2011) summarize the above stating that whereas interactional language is "listener oriented", transactional language is "message oriented" (11-16). Oral English also plays an important role in developing reading and writing skills. As Rivers says, "When we read and write, we call upon what we know of the language orally" (20).

Having critically gone through studies done by renowned scholars in the English Language field, it is clear that no study has been carried out to really establish the role of testing speaking skills through writing on learners speaking competence. This gap, therefore is what necessitated this study on the role of testing speaking skills through writing on learners speaking competence.

2.6 Research Gap

From the reviewed literature, it is clear that speaking in English competently is very important. It is also evident that the spoken competence of learners from Kenya and other countries such as India and Vietnam are greatly affected by various factors. This therefore, means that a lot needs to be done in order to ensure that these learners attain spoken proficiency in English. The researcher, therefore, found out that that of all the sampled secondary schools, none of them tested speaking skills orally. On the other hand, KNEC has also never tested speaking skills orally. As a result of this, speaking skills has not been given the attention it deserves, leading to learners' poorly spoken English. In conclusion, no study has been carried out to establish how testing speaking skills through writing affects learners' spoken competence in selected secondary schools in Uasin- Gishu County, Kenya. This, therefore, makes it necessary for a study to be conducted and to ultimately recommend why the skill should be tested orally.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were used to collect and analyze data. It focused on the research design, area of study, target population, sampling techniques, research samples, pilot study, data collection procedures, challenges experienced in the field, data analysis and presentation.

3.2 Research Design

This study adopted a descriptive research design. This design enabled the researcher to get students' and teachers' opinions on learners' verbal communication competence during classroom interaction. Neuman (2003), that using both quantitative and qualitative methods in a single study can help explain various aspects of the phenomenon under investigation, providing a more holistic understanding of the same and resulting in informed conclusions.

Descriptive research approaches attempt to describe what was or what is in a social system such as a school. This is justified by Best and Kahn (1993) who assert that, a descriptive study utilizes information concerning the current status of phenomenon and describes what exists with respect to variables or situations. A descriptive qualitative approach was appropriate in finding out factors affecting oral communication competence among students in our current school system.

3.3 Area of Study

The research was conducted in Kesses Sub-County Uasin Gishu County, Kenya. Atieno (2015) observed in her study that learners from this county experience challenges expressing themselves orally. This is well manifested in students' verbal/spoken English in open forums like during symposia, joint debates, science congress, conferences and academic workshops organized within the county. The researcher therefore chose Kesses Sub-County in Uasin Gishu County in order to establish whether testing speaking skills orally would improve learners' spoken competence. Singleton (1993), observed that the ideal setting for any study is one that is directly related to the researcher's interests and easily accessible. The area of study also contained the strata required for the study.

3.4 Population of the Study

3.4.1 Target Population

The target population for the study were the students and teachers of English in public secondary schools in Kesses sub-County. The public schools were chosen because of their similarities with respect to teaching/ learning facilities, curriculum and syllabus. 3266 students and 108 English teachers were targeted.

Table 3.1: Target Population

S/No	Stratum	Number	No. of Students	No. of Teachers
	National	1	175	4
	Extra County	2	323	8
	County	7	1115	28
	Sub County	39	1653	68
TOTAL			3266	108

3.5 Sampling Techniques and Sample Size

Cohen, Manion and Morrison (2011), argue that samples may be selected based on convenience (for example, of the researcher, available time and resources, purpose of inquiry) or on the basis of proximity strategic considerations. This study utilized the purposive sampling technique, because the researcher purposely carried out a study on the Form four students. The form fours were selected because they are the graduating class who have had a lengthy interaction with English language, and therefore their responses would determine whether the method of testing speaking skills affected their speaking competence.

Stratified random sampling techniques were employed in selecting the secondary schools that were investigated. Lecompte and Preissle (1993) observed that stratified sampling requires that the total population be divided into relevant subsets and that individuals are selected from each subset. In this case, it will be National schools, County and Sub-County schools. The sampling techniques ensured representativeness of all groups of students, hence the most appropriate. The sampling was based on gender, setting and type of schools, whether single sex or mixed. One girls' school was chosen basing on performance in K.C.S.E in the sub-County through stratified random sampling. Two mixed day schools were selected, one in a rural setting and another in an urban setting.

Stratification is considered important in order to cater for the various types of schools in the county. From each single sex school, twenty students were selected through simple random sampling to fill in the questionnaire, ten best and ten poor performers in an immediate examination. Thirty students were randomly selected from each mixed school to fill in the questionnaires (fifteen girls and fifteen boys). One English

language teacher teaching the class under study was observed while teaching in an actual classroom setting in each school. In all the four schools, eight English language teachers and their Form four students were involved in the study.

3.6 Research Sample

The sample size for this research was obtained using the Yamane's (1967) formula for finite population as cited by Adekola, Allen and Tinuola (2017):

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

$3266 / (1 + 3266(0.05)^2) = 356$ students, for teachers $108 / (1 + 108(0.05)^2) = 85$ teachers

The formula that was used to allocate the stratum samples is as follows;

$$n_h = n (N_h/N)$$

Where;

h = stratum number

n_h = Sample size in stratum h .

N_h = Population size in stratum h , where $h = 1, 2, 3, 4$

N = Total Population size

n = Total sample size

e = Level of precision

The Sampling frame was shown in Table 3.2.

Table 3.2: Sampling Frame

S/No	Stratum	Number	No. of Students	Sample Size	%	No. of Teachers	Sample Size	%
	National	1	175	19	5.4%	4	3	3.7%
	Extra County	2	323	35	9.9%	8	6	7.4%
	County	7	1115	121	34.1%	28	22	25.9%
	Sub County	39	1653	181	50.6%	68	54	63%
TOTAL			3266	356		108	85	100

(Source: Author, 2018)

The sample size for this study comprised of four sub-sets of schools. 356 Form four students in each school and eighty-five teachers of English from a selection of boys, girls and mixed secondary schools in the sub-county were sampled. One hundred Form four students and eight teachers were randomly selected to fill in the questionnaire for students and teachers respectively. One English language teacher was observed while teaching listening and speaking skills in a Form four class in each of the four schools selected. The three types of schools are important because they represent both the single sex and co-educational institutions. The form four students were presumed to be the most appropriate for the study since they have had a greater contact with English language at secondary school level, both as a subject and a medium of instruction, and the researcher can easily give an opinion on their speaking competence. Form one, two and three students were not selected because they had not had enough experience in English at secondary school level for the researcher to give an opinion on their speaking competence.

3.7 Research Instruments

Data was collected using the following research instruments;

- i. Questionnaire for teachers of English
- ii. Questionnaire for students
- iii. Lesson observation and assessment guide.
- iv. Voice recorder

3.7.1 Questionnaire

According to Thomas (2003), the main strength of a questionnaire is that it enables a researcher to provide a large quantity of factual information in a relatively a short period of time. The questionnaire was given to the selected Form four students. Each of the selected teachers was also issued with questionnaires. The students' questionnaire consisted of three sections, each preceded by directions on how to complete it. Section one consisted of closed ended questions and teachers of English and learners were expected to study the questions carefully and respond to them appropriately while section two consisted of open-ended questions. The questionnaires were administered to students to investigate different variables such as, the exam culture and the language frequently used in and outside their classrooms. This was to determine what effects these variables have on learners' speaking competence in English language.

3.7.2 Lesson Observation and assessment Guide

The researcher observed actual teaching in the classrooms in each of the selected secondary schools during the listening and speaking skills lesson. The purpose of observing both teachers and learners in the classroom was to enable the researcher to draw conclusions on the effects of the classroom practices during the teaching and learning of English language listening and speaking skills on learners' speaking competence.

Moreover, the researcher also investigated how speaking skills were tested and how these methods motivated students to speak English in the right context. In addition to that, the errors those learners made while speaking English was also observed. The guide was adapted from that developed by Magoma (1999), in his study of teacher related factors which influence the implementation of integrated English course in secondary schools.

During classroom interaction, Gathumbi (1995) says that it is necessary to use classroom observation of verbal interaction because apart from observing what goes on in the classroom, the researcher would also be able to deduce some observed phenomenon like paralinguistic features or tacit behavior that would be difficult to infer in any other way. It is general knowledge that words are effective vehicles of transmitting concepts as well as effective tools of assessing learning.

3.8 Validity

The research instruments were reviewed and validated by the supervisors and other experts from the School of Education, University of Eldoret. They extensively analyzed and scrutinized the research instruments with close reference to research objectives, to determine the suitability of the selected research instruments.

3.9 Pilot Study

A pilot study was carried out with eight teachers and eight students who were not considered in the actual study. This took place in the month of July 2017. Two teachers were randomly selected from each of the strata, that is, (the national schools, extra county schools, county and sub-county schools); in Kesses, Uasin Gishu county-Kenya. Kesses Sub-County was considered for piloting because it has all the desired strata by the researcher.

Neuman (2003), views piloting of instruments on a small representative sample that is identical to, but not including the group to be studied as important. The responses from the pilot study were analyzed and those that were found to be ambiguous were reviewed and corrected to enhance validity and reliability.

3.10 Reliability

Reliability refers to the ability of an instrument to give the same results when subjected to the same sample at different times. The reliability of the research instruments was therefore tested through the test-retest method. The researcher observed one teacher during the actual learning process three times. The researcher also made familiarization visits to each school before the actual visit. The instruments were subjected to a reliability test during the pilot study. The questionnaire was administered to the eight teachers and eight students in the pilot study. Teachers and students filled in the questionnaire on three different occasions but also in close succession. A reliability index of 0.82 obtained by use of Cronbach's alpha formula was considered acceptable and the instruments deemed reliable. According to Cohen, Manion and Morisson (2011), a reliability index of 0.8 is considered high and therefore acceptable.

3.11 Data Collection Procedures

Having acquired a letter of introduction to NACOSTI from the department of Curriculum and Instruction, the researcher obtained a letter of authorization from NACOSTI. After this, the researcher reported to the Uasin Gishu County Education Office to be given an authorization letter to the principals of the sampled schools and to the area Education Officer. Familiarization visits were made to the selected schools under study, after which, the researcher personally distributed the questionnaire and

observed lessons. The researcher, asked the teachers to prepare for listening and speaking lessons beforehand. During lesson observation, the researcher sat at the back of the classroom and observed the lesson. After observation, sampled students were given questionnaires to fill in with the help of their English language teachers, after which teachers filled in theirs.

3.12 Data Analysis Method

Data analysis is the process of examining data with the purpose of drawing conclusion about the information. The collected data was both quantitative and qualitative. Quantitative data were analyzed descriptively using frequencies and percentages, while qualitative data was analyzed using the narrative approach. The researcher then presented the analyzed data in form of frequencies and percentages in a tabular form. The results of the analysis were discussed in chapter four.

3.13 Logistical and Ethical Considerations

The participants were informed fully, beforehand of the nature and purpose of the research, the research instruments to be used and the expected benefits to the participant. In order to protect the schools' and respondents' identity, the researcher issued them with unique codes that were known only to the researcher. The respondents were also assured of confidentiality with regards to the information they gave as well as their identities. The researcher also gave the respondents the freedom to voluntarily give information and also to withdraw from the study in cases they felt insecure or uncomfortable. Upon the completion of the research and data analysis, any information that linked the respondents to the study were destroyed. Finally, study findings were presented in summary form and the names of the schools or respondents were not used anywhere in the study.

3.14 Chapter Summary

This chapter discussed the following: research design, sampling and sampling procedures, piloting, data collection methods and procedures, measures of consistency such as validity and reliability and data analysis methods. The chapter also discussed the ethical and logistical considerations during the research. The next chapter presents the analyzed data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussions of the study that sought to establish the effects of testing speaking skills in writing on learners in Uasin Gishu County, Kenya. Data was collected using questionnaire, guides for lesson observation and the method of assessment observation. Data analysis was based on the objectives of this study as listed below:

1. To investigate the role of testing speaking skills through writing in selected secondary schools.
2. To observe how testing speaking skills through writing affects learners speaking competence.
3. To provide some of the measures that can be put in place to ensure that problems associated with verbal communication are addressed.

Data was analyzed by first looking at the biographic information of the participants first. The findings were discussed and presented in table 4.1.

4.2 Respondents' Background Information

This sub section presents the biographic information of the respondents used in this study. They comprised of teachers and the students.

4.2.1 Background Information of the Teachers

Teachers' background information was based on sex, age, education qualifications, which form the respondent teaches and the capacity of the class. In relation to sex, 50.7% (35) of them were male while 49.3% (34) were female. This implies that

majority of the English teachers are of male gender. In regards to age, 4.3% (3) of the teachers were aged between 21 to 25 years, 33.3% (23) of them were aged between 26 and 30 years, 36.2% (25) between 31 and 35 years and 26.1% (18) were aged above 36 years. Furthermore, 7.2% (5) of the respondents had a masters' degree, 46.4% (32) of them had a bachelor of education arts, 29.0% (20) had a Bachelor of Arts degree and 17.4% (12) had a post graduate diploma in education. This study targeted form four English teachers and therefore, 100.0% (69) of them taught form four classes. This information is represented in table 4.1.

Table 4.1: Teachers' Biographic Information

		Frequency	Percent
Sex	Male	35	50.7
	Female	34	49.3
	Total	69	100.0
Age	21- 25	3	4.3
	26 – 30	23	33.3
	31 – 35	25	36.2
	over 36	18	26.1
	Total	69	100.0
PGDE	12	5	7.2
	Total	32	46.4
Iv	69	20	29.0
	Total	69	17.4
30	9		100.0
	40	5	100.0
	50	29	100.0
	60	19	13.0
> 61	7		42.0
			27.5
Total	7	10.1	
	69	100.0	

Source: Survey data, 2018

In a bid to establish the capacity of the class the respondent teaches, 13.0% (9) taught a class capacity of 30 students, 7.2% (5) had 40 students, 42.0% (29) had a student population of 50, 27.5% (19) had 60 and 10.1% (7) had more than 61 students.

4.2.2 Background Information of the Students

In a bid to establish the gender of the students, 39.9% (115) were male while 60.1% (173) of them were female. This implies that majority of the respondents were female. In regards to age 76.0% (219) of the respondents were aged between 16 and 20 while 26.0 % (69) of them were aged above 21 years. The respondents were asked to state their end of term score for speaking skills in English language, 26.4% (76) had a score of between 41 and 50 percent, 24.0% (69) scored between 51 and 60, 24.0% (69) between 61 and 70 while 25.7% (74) had a total score of above 70 percent. This implies that majority of the respondents' performance of speaking skills in English language ranges between 41 and 50.

In relation to whether the students consider speaking in English to be hard, easy or fair, majority of the respondents 50.3% (145) revealed that it was hard while 49.7% (143) of them acknowledged that it was easy. The students were asked to respond accordingly as to whether good spoken English is essential for either passing examination, general communication or any other besides the two, 49.7% (143) revealed that it was essential for passing examination while 50.3% (145) agreed that it was meant for general communication with other people.

It was interesting to note that all the respondents used in this study 78.8% (227) revealed that they use English language for verbal communication in school, 17.7% (51) used Kiswahili, 10.1% (21) used all but not vernacular while 3.5% (10) used other languages such as sheng. While at home 15.6% (45) of them used English, 32.3% (93) used Kiswahili, 26.4% (76) used vernacular and 6.9% (20) of the respondents used other languages as shown in table 4.2.

Table 4.2: Background Information of the students

		Frequency	Percent
Gender	Male	115	39.9
	Female	173	60.1
	Total	288	100.0
Age bracket	16 – 20	219	76.0
	> 21	69	24.0
	Total	288	100.0
End of term score in English language speaking Skills	41 – 50	76	26.4
	51- 60	69	24.0
	61 – 70	69	24.0
	Above 70	74	25.7
	Total	288	100.0
What is well spoken English is essential for	Passing Examination	143	49.7
	General communication with other people	145	50.3
	Total	288	100.0
Language often used for verbal communication in School	English	227	78.8
Language often used for verbal communication at home	Kiswahili	51	17.7
	All	29	10.1
	Other	10	3.5
	English	45	15.6
	Total	288	100.0

Source: Survey data, 2018

4.3 Descriptive Analysis of study variables

This section presents the information in regards to the various study variables incorporated in this study. The findings are as elucidated below:

4.3.1 The Role of Testing Speaking Skills through Writing in Selected Secondary Schools

The study sought to determine first whether a speaking lesson existed at the school. The study established that 53.6% (37) of the respondents acknowledged that they have a speaking lesson in their schools, 46.4% (32) of them disagreed that the selected secondary schools tested speaking skills as tabulated below:

Table 4.3: Speaking Lesson

		Frequency	Percent
Do you have a speaking lesson	Yes	37	53.6
	No	32	46.4
	Total	69	100.0

Source: Survey data, 2018

The study further sought to determine the effects of testing speaking skills through writing. Findings were presented in table 4.4.

Table 4.4: How of Testing Speaking skills through Writing Affects Learners' speaking competence

	Frequency	Percent
Writing proficiently	43	62.3
Words spellings	15	21.7
Improvement of speech	11	15.9
Total	69	100.0

As per table 4.4, majority of the respondents, 43 (62.3%) revealed that testing speaking skills through writing helps in assessment of write proficiency while 15 (27.7%) revealed that it not only helps to test or monitor whether students have mastered words spellings but it helps them improve on word spelling. 11(15.9%) revealed that the when they get the spellings right, then it led to improvement in

speech. According to Oriwo (2015), even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. Those who are more effective communicators experience more success in school and in other areas of their lives. The skills that can make the difference between minimal and effective communication can be taught, practiced, improved and tested.

In the current study, 13.0% (9) of the respondents revealed that teachers ask students on the content taught, 14.5% (10) acknowledged that exercises are given to be marked later, 33.3% (23) noted that exercises are given to marked or corrected at the end of the lesson, 21.7% (15) revealed that students ask questions or give their views and 17.4% (12) agreed that summary is done on the chalkboard. This implies that majority of the respondents acknowledged that exercises are given to be marked or corrected at the end of the lesson as shown in table 4.5.

Table 4.5: How Speaking Skills are Tested

		Frequency	Percent
How speaking skills are assessed at the end of the lesson	Teachers ask students on the content taught	9	13.0
	Exercises are given to be marked later	10	14.5
	Exercises are given to be marked / corrected at the end of the lesson	23	33.3
	Students ask questions/give their views	15	21.7
	Summary done on the chalkboard and student copy	12	17.4
	Total	69	100.0

Source: Survey data, 2018

The teachers who disagreed argued out that the skill is not tested by KNEC and therefore it was pointless to subject learners to oral tests. Assessment is the final step

where the learners get feedback of what they have been taught and how much they have learnt (Noor, 2013). A summary of the voice recorded results was presented in Table 4.6.

Table 4.6: Oral Test

		Frequency	Percent
Many women are enthusiastic entrepreneurs	Correct	63	75
	Wrong	21	25
I am not exaggerating the expected extinction of the black rhino	Correct	55	65.5
	Wrong	29	34.5
Walk' and 'Work' are the weirdest words in the World	Correct	47	56.0
	Wrong	37	44.0
The collector said our piece was a genuine antique.	Right	74	88.1
	Wrong	10	11.9

The study sought to test the respondent's pronunciation or speaking skills. In regards to this statement "Many women are enthusiastic entrepreneurs", majority of the respondents 63(75%) got it right while 21(25%) did not. This implies that the speaking skills of majority of the respondents had improved. In relation to whether "I am not exaggerating the expected extinction of the black rhino", 55(65.5%) got it right while 29(34.5%) got it wrong. This implies that majority of the respondents could read well the statement. In regards to Walk' and 'Work' are the weirdest words in the World, 47(56.0%) got it right while 37(44.0%) did not. On this

statement, majority of the respondents were able to read it well while getting the pronunciation right. Finally, on “The collector said our piece was a genuine antique, 74(88.1%) were able to read the statement well without errors in pronunciation while 10(11.9%) did not. This implies majority of the respondents got it right. This shows that the speaking competence of the learners was fairly good but could do better. The respondents were required to pronounce the following words loudly, then identify the silent words. Findings were presented in Table 4.7.

Table 4.7: Pronunciation Survey Results

		Frequency	Percent
Subtle	Correct	58	69
	Wrong	26	31
Succumb	Correct	67	79.8
	Wrong	17	20.2
Logically	Correct	76	90.5
	Wrong	8	9.5
Cologne	Correct	45	53.6
	Wrong	39	46.4
Parliament	Correct	77	91.7
	Wrong	7	8.3
Hymn	Correct	80	95.2
	Wrong	4	4.8
Raspberry	Correct	65	77.4
	Wrong	19	22.6
Biscuit	Correct	81	96.4
	Wrong	4	3.6

The study established that 58(69%) of the respondents could pronounce ‘Subtle’ well and were able to identify the silent word. Out of the total respondents, 67(79.8%) were able to pronounce ‘Succumb’ loudly and were also in a position to identify the silent word. In regards to ‘Logically’ 76(90.5%) of the respondents pronounced it loudly and identified the silent word. Out of the total respondents, 8(9.5%) were unable to pronounce it loudly and also were not in a position to identify the silent word. On ‘Cologne’ 45(53.6%) pronounced it loudly while 39(46.4%) did not. The respondents were also unable to identify the silent word. In regards to ‘Hymn’

80(95.2%) were able to pronounce it loudly and identified the silent syllable. However, 4(4.8%) were not able to pronounce it loudly and also not able to identify the silent syllable. In relation to ‘Raspberry’ 65(77.4%) pronounced it loudly and identified the silent syllable while 19(22.6%) did not. In regards to ‘Biscuit’ 81(96.4%) pronounced it right and identified the silent syllable while 4(3.6%) were not able to as shown in Table 4.7.

4.3.2 Measures Employed to Address Problems Associated with Speaking Competence

The study sought to determine the measures employed to address problems associated with speaking competence. Findings were presented in table 4.8.

Table 4.8: Measures to Address Problems Associated with Speaking Competence

	Frequency	Percent
Teachers		
Practicing speaking it	25	36.2
Testing the speaking skill	17	24.7
Ministry of Education should at least consider having exchange programmes between learners in English speaking countries to ensure peer learning	27	39.1
Total	69	100.0
Learners		
Exposure to activities such as music & drama	95	33
Being allowed to watch movies, TV shows, news, entertainment and even listen to radio programmes done in English both in school and at home	100	34.7
Allowed to attend plays, exhibitions and talks organized by English speaking schools or communities	93	32.3
Total	288	100.0

Source: Survey data, 2018

Out of the total respondents, 25(36.2%) revealed that practicing speaking English would enhance speaking competence, 17(24.7%) opines that the speaking skill should be tested, 27(39.1%) postulated that the Ministry of Education should at least consider

having exchange programmes between learners in English speaking countries to ensure peer learning. In regards to Learners, 95(33%) opined that exposure to activities such as music and drama enhances speaking competence, 10(34.7%) revealed that speaking competence will improve if learners are allowed to watch movies, TV shows, news, entertainment and even listen to radio programmes done in English both in school and at home while 93(32.3%) opined that being allowed to attend plays, exhibitions and talks organized by English speaking schools or communities improves speaking competence. Rushfeldt (2017) emphasizes that to be able to speak in English proficiently, make English part of your life at home, at work and during your free time. He argues that practice makes perfect, which means that if you want to improve a certain skill you have to practice it. Majority of the selected learners said that exposure to activities such as music and drama festivals would help them build their oral communication competence in English language. Mcgregory (1971) further adds that a good language teacher must show his pupils from the very first day of their course that they can succeed in learning English as a second language really well. In this respect, they can also communicate using it confidently. Learning in the classroom should be learner centred and participatory.

4.4 Chapter Summary

From the above discussed findings, it is clear that this study agrees with other studies done by other researchers in and outside Kenya. Most researchers agree that the best way to assess the acquisition of any skill or knowledge is through testing it. Also, lack of interest in English, lack of motivation and the environment surrounding the learners are among the factors that affect learners' speaking competence in English language. However, anxiety though addressed as a minor issue in this study, was found out to be a major cause of poorly spoken English in Arabia and China. This is

because many students feared making mistakes and as a result, avoided speaking in English for fear of being embarrassed.

According to the studies reviewed, there were other factors that affected learners' speaking competence in English language, though not found in this study. These factors were; the nature of teachers' training, learners' English foundation and cultural back grounds of the learners. The researcher, from the reviewed studies, also found out that school language policy and the time allocated to contextual use of English language by students, greatly affected their speaking competence. The next chapter focuses on the summary of the findings, conclusions made, recommendations and suggestions for further research.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations based on the findings of the study. The purpose of the study was to find out the effects of testing speaking skills through writing on classroom practices and learners speaking competence. The objectives were to:

1. Investigate the role of testing speaking skills through writing in selected secondary schools.
2. Observe how the speaking skill is assessed.
3. Provide measures to be put in place to ensure that problems associated with speaking competence are addressed.

5.2 Summary of Findings

5.2.1 Respondents' Background Information

Majority of the teachers of English were of the female gender and were aged between 31 and 35 years. Bachelor of education arts was the highest educational qualification among the teachers. All the teachers used in this study taught form four classes. Majority of the student's respondents were female. With regards to age, a larger percentage of the student's respondents were aged between 16 and 20. The respondents were asked to state their end of term score for speaking skills in English language, a larger percentage of them had a score of between 41 and 50.

5.2.2 The role of Testing Speaking Skills through Writing in Selected Secondary Schools

Findings revealed that testing speaking skills through writing helps in assessment of writing proficiency. It helps to test or monitor whether students have mastered words spellings and also it helps them improve on word spelling. When the respondents get the spellings right, it leads to improvement in speech.

5.2.3 Measures that can be put in Place to ensure that Problems Associated with Speaking Competence are addressed

The final objective of the study was to provide some of the measures that can ensure that problems associated with speaking competence are addressed. Both the learners and the teachers agreed that testing speaking skills orally is the most effective way of motivating learners and teachers to improve their proficiency in spoken English. Learners added that being exposed to music, films, movies and exhibitions done in English will help them in in polishing their spoken English. Finally, the teachers added that the Ministry of Education should facilitate exchange programmes between students in English speaking countries.

5.3 Conclusion

From each of the research findings, the following conclusions were made:

5.3.1 The role of Testing Speaking Skills through Writing in Selected Secondary Schools

The study concluded that testing speaking skills through writing helps in assessment of writing proficiency which contributes to improvement in speaking skills. It helps to test or monitor whether students have mastered words spellings. This in turn helps learners improve on word spelling which are important in pronunciation and hence it

contributes to improvement in speaking skills. When the respondents get the spellings right, their speech improves. Clear evaluation modes help to improve and perfect fluency in verbal abilities in students just as it is done when learning other foreign languages like French. This plays a very vital role in ensuring that learners, teachers and the curriculum developers give English speaking skills the attention it deserves. Testing the speaking skills orally also enables the learners to be able to assess their proficiency in spoken English and also to know where to improve on.

5.3.2 Measures that can be put in Place to ensure that Problems Associated with Speaking Competence are addressed

The final objective of the study was to provide measures that can be put in place to ensure that problems associated with speaking competence are addressed. Teachers should ensure that whatever time they spend with students allows them an opportunity to practice the language. Teachers using English as a medium of instruction to teach other subjects should take responsibility and use English to promote its communicative purpose.

5.4 Recommendations

The following recommendations have been made from the findings of this study. These recommendations are directed to MoE, KNEC, and KICD, teachers, school administrators, HoDs, students and parents. Nonetheless, more research can be done to help improve students' competence in English speaking skills in English. The recommendations were as follows:

5.4.1 The Role of Testing Speaking Skills through Writing

The study recommended that KICD should consider developing a curriculum that ensures that the speaking skill is given the attention that it deserves. Secondly, KNEC should deliberate on how they can successfully administer an oral examination. They should also consider collaborating with other institutions like Alliance Francaise who have been administering oral examinations for French listening and speaking skills.

5.4.2 How Testing Speaking Skills through Writing Affect Learners Speaking Competence

Teachers on the other hand should ensure that they organize oral tests to be able to ascertain their learners' speaking competence in English language.

5.4.3 Measures that can be put in Place to ensure that Problems Associated with Speaking Competence Are Addressed

This study recommended that all the stakeholders in the education sector, including; MoE, KNEC, KICD, teachers and parents should put their heads together to ensure that speaking skills are addressed orally, both internally and during national examinations. The stake holders can consult with other institutions and countries that have successfully administered oral examinations for speaking skills. These will help Kenyan education stakeholders with some of the guidelines and challenges associated with administering oral tests for speaking skills.

5.5 Suggestions for Further Research

- i. A study should be conducted to establish the challenges associated with testing speaking skills orally in all public secondary schools in Kenya.
- ii. A similar study should be done in private secondary schools to find out whether speaking skills are tested orally.
- iii. Another study should be conducted to find out whether cultural practices and geographical origins affect learners' proficiency in spoken English.
- iv. A study could also be carried out to establish the effects of language policies on speaking English competently.

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APPENDICES

Appendix I: Questionnaire for Teachers of English

Introduction

The purpose of this questionnaire is to enable the researcher to gather information on how speaking skills are tested and the classroom practices. The information collected will be treated with utmost confidentiality.

SECTION A: Background Information

1. Tick your gender and age as appropriate

Gender	Male	[]
	Female	[]

Age between	21-25 Years	[]
	26-30 Years	[]
	31-35 Years	[]
	OVER 36 Years	[]

2. What is your highest level of education?

Masters Degree	[]
B.Ed (Arts)	[]
B.A	[]
PGDE	[]
Diploma	[]
Untrained	[]
Form IV Leaver	[]

SECTION B: Please tick as appropriate

1. Which class do you teach?

I []

II []

III []

IV []

2. What is the capacity of your class? (Tick the appropriate)

30-35 Students []

36-40 Students []

41-50 Students []

51-60 Students []

Above 61 Students []

3. Indicate the type of your school

Mixed []

Girls' []

Boys' []

4. Do you normally test speaking skills orally during examinations?

YES []

NO []

5. What strategies do you use to test the speaking skills?

Written tests []

Oral tests []

6. Do you have a speaking lesson?

Yes []

No []

7. Rate the following materials in your school

Material	Adequate	Inadequate	None
ii. Novels – (Class Readers)	[]	[]	[]
iii. Audio visual material	[]	[]	[]
iv. Dictionaries	[]	[]	[]

7. What language is mostly used during oral communication between:

- i). Students and their teachers?
- ii). Students and their colleagues?
- iii). Teachers and their colleagues.....

8. In your opinion, please give some of the causes of poorly spoken English amongst the students in your school

.....
.....
.....
.....
.....

9. How do you encourage your students to speak in English in school?

.....
.....
.....
.....
.....

10 (a) Which methods do you mostly use when teaching speaking skills?

- a) Pair /Group Discussion []
- b) Lecture []
- c) Dramatization []
- d) Role play []
- e) Debate []
- f) Dialogue []

b). Why do you prefer using the methods chosen? Please explain highlighting on each method

.....
.....
.....

c). How do you ensure that all learners are actively involved when using the method?

.....
.....

d). what challenges do you face when using each of the method chosen?

.....
.....

11. a). Which skills in English Syllabus do you find difficult to test?

- a) Listening []
- b) Speaking []
- c) Writing []
- d) Reading []

b). Please explain your response

.....
.....
.....

c). Which method do you use to assess your learners' speaking skills?

.....
.....
.....

12. Do you think it is possible for an oral examination to be administered?

.....
.....

13. What do you think should be done to address the problems associated with speaking competence in secondary schools?

.....
.....

Appendix II: Questionnaire for Students

Introduction

The purpose of this questionnaire is to gather information that will be used to find out factors that affect the students' oral communication competence in English. The information will be treated with utmost confidence.

Instructions:

- i. This is not a test and only sincere and honest answers are expected.
- ii. Do not write your name or admission number.
- iii. Tick on the appropriate response [, or write your response in the space provided.

SECTION A;

1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age.....

3. What was your end of term scores in speaking skills in English language?

Between	20-30	<input type="checkbox"/>
	31-40	<input type="checkbox"/>
	41-50	<input type="checkbox"/>
	51-60	<input type="checkbox"/>
	61-70	<input type="checkbox"/>
	Above 70	<input type="checkbox"/>
	Not tested	<input type="checkbox"/>

4. You regard good spoken English as essential for;
 - i. Passing Examination?
 - ii. General communication with other people?
 - iii. Others (specify).....

5. Which language do you often use for verbal communication?
 - a) In school?

English	<input type="checkbox"/>
Kiswahili	<input type="checkbox"/>
Vernacular	<input type="checkbox"/>
All	<input type="checkbox"/>
Others (specify).....	

- b) At home? English []
- Kiswahili []
- Vernacular []
- All []
- Others (specify)

SECTION B

1 a) Which skills in English language syllabus do you find easier to understand?

- a) Reading []
- b) Listening []
- c) Speaking []
- d) Writing []

b) Please explain

.....

.....

.....

c) How do you respond to speaking skills questions during exams?

.....

.....

.....

2 a) Which classroom learning activities do you enjoy?

- a) Pair/group discussions []
- b) Writing tasks []
- c) Debates []
- d) Role playing []
- e) Drama []
- f) Others []

Please explain why you enjoy them

.....

.....

.....

.....

b). Which activities do you find hard to take part in? Please explain

.....
.....
.....
.....

3. Have you ever sat for an English oral exam before? If yes, please explain

.....
.....
.....

4. What do you think can be done and by whom, to improve your spoken fluency in English language?

.....
.....
.....

Appendix III: Lesson and Assessment Observation Guide

To be used in observing activities that goes on within the English course classroom.

Teacher a) Male []

b) Female []

I. ASSESSMENT

Is there an oral test?

.....

At what level is this given and how is it administered?

.....

Does the teacher mark/correct the exercises?

.....

How are the tests administered?

.....

Students read out texts or words in English []

Others []

II CLASSROOM OBSERVATION

A. Lesson Introduction

What method is used to introduce the lesson?

➤ Lecture []

➤ Discussion []

➤ Group – work []

➤ Demonstration []

➤ Reading []

➤ Recitation []

➤ Teacher checks students' work []

➤ Students carry out exercises []

➤ Others []

B. Lesson development

How is the lesson developed?

- Lecture []
- Discussion []
- Recitation []
- Demonstration []
- Group work []
- Oral exercises []

C. Lesson Conclusion

How is the lesson concluded?

- Teacher asks students questions on the content taught []
- Exercises are given to be marked later []
- Exercises are given to be marked / corrected at the end of the lesson []
- Students ask questions/give their views []
- Summary done on the chalkboard and student copy []
- Students are asked to summarize main points individually or in groups. []
- Are students given individual attention? []
- Indicate any other method observed in class not included above. []

Appendix IV: Voice Recording Tool

Say the following sentences loudly

- Many women are enthusiastic entrepreneurs
- I am not exaggerating the expected extinction of the black rhino
- Walk' and 'Work' are the weirdest words in the World
- The collector said our piece was a genuine antique.

Pronounce the following words loudly, then identify the silent word

- Subtle
- Succumb
- Logically
- Cologne
- Parliament
- Hymn
- Raspberry
- Biscuit

Appendix V: University of Eldoret Research Authorization Letter



P.O. Box 1125-30100,
ELDOR ET, Kenya
Tel: 0774 249552
Fax No. +254-(0)53-206311 Ext 2232
deansoe@uoeld.ac.ke

SCHOOL OF EDUCATION DEPARTMENT OF CURRICULUM AND INSTRUCTION

Our Ref: UOE/B/CIM/LA/59

DATE: 12th June, 2017

The Executive Secretary,
National Council for Science Technology & Innovation
P.O.BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR RUTH MELLY EDU/PGSE/101/14

This is to confirm that the above named Post Graduate Student has complete Course work of Master of Education in Educational Technology.

She is currently preparing for field work to collect data on the thesis title: ***“Effects of Written Tests in the Classroom and on Learners Fluency in English in Selected Secondary Schools in Uasin Gishu - County, Kenya”***
The proposal was examined and approved by academic board of examiners of the school of education on 19th May, 2017.

Any assistant accorded her to facilitate acquiring research permit for data collection will be highly appreciated.

DR. JACOB LOLELEA NATADE
**HEAD, DEPARTMENT OF CURRICULUM & INSTRUCTION/
EDUCATIONAL PSYCHOLOGY**



**Appendix VI: Research Authorization Letter from Uasin Gishu County Director
of Education**



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning & Basic Education

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Mobile : 0719 12 72 12/0732 260 280
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

When replying please quote:

Ref: No. MOEST/UGC/TRN/9/VOL.III/145

22ND AUGUST, 2018

The Executive Secretary
National Council for Science technology & Innovation
P.O Box 30623 -00100
NAIROBI

RE: RESEARCH AUTHORIZATION

This office has received a request from your institution to authorize you to carry out research on "*Effects of written Tests in the classroom and on learners fluency in English in selected secondary schools in Uasin Gishu County.*"

We wish to inform you that the request has been granted until end of October, 2018. The authorities concerned are therefore requested to give you and your company maximum support.

We take this opportunity to wish you well during this data collection.

SAMUEL K. KIMAIYO
For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU.

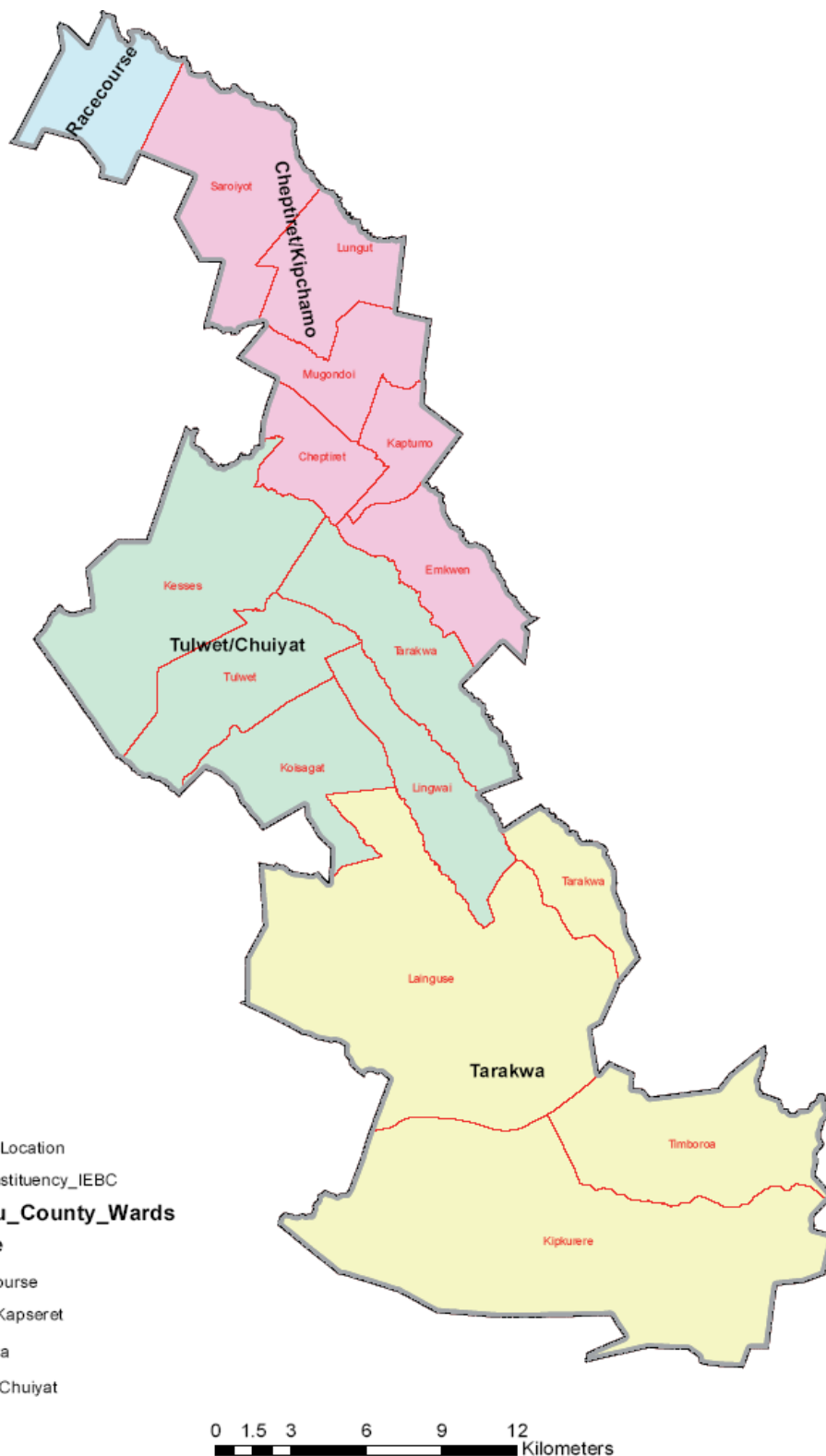


Appendix VII: List of Secondary Schools in Kesses Sub-County

1.	WARENG HIGH SCHOOL
2.	HILL SCHOOL
3.	A.I.C. TULWET B
4.	CHEPKIGEN SECONDARY
5.	MOI CHUIYAT SECONDARY
6.	KOIWOARUSEN SECONDARY
7.	MOI UNIVERSITY SECONDARY
8.	CHIRCHIR SECONDARY
9.	TARAKWA SECONDARY
10	TUIYO SECONDARY
11	AIC ISAAC KOSGEI SECONDARY
12	NGARA FALLS SECONDARY
13	RUKUINI SECONDARY
14	MKOMBOZI SECONDARY
15	ST. CATHERINE SECONDARY
16	KAPKOIGA GIRLS SECONDARY
17	KERITA SECONDARY
18	KAMUYU SECONDARY
19	ST. MICHAEL' S TULWOPNGETUNY SECONDARY
20	NGERIA GIRLS SECONDARY
21	CHEPKOIYO SECONDARY
22	BISHOP MUGE SUBUKIA SECONDARY
23	DAVIES SECONDARY
24	NDUNGULU SECONDARY
25	AIC LEMOOK SECONDARY
26	CENGALO SECONDARY
27	SIMAT SECONDARY
28	SONGOLIET SECONDARY
29	KIPKENYO SECODNARY
30	CHEPTIRET SECONDARY
31	MWIRUTI SECONDARY
32	CHEPLASKEI BOYS
33	LELMOLOK. SECONDARY
34	KAROS S. OCHEMINA

35	RACE COURSE SECONDARY
36	KOILUGET SECONDARY
37	ST. JOSEPH'S KAPSERET SRCONDARY
38	R.C.E.A. SEIYO SECONDARY
39	BAREKEIYWO SECONDARY
40	LINGWAY SECONDARY
41	KOSIRAI SECONDARY D.E.B. SMUTWOT
42	KERINGET SECONDARY
43	A.C.K. ATUREI SECONDARY
44	SOSIAN SECONDARY
45	CHEPYAKWAI SECONDARY
46	KIAMBAA SECONDARY
47	BINDURA SECONDARY
48	REHEMA MIXED SECONDARY
49	ST. MARK'S TELDET SECODNARY
50	TUMOGE SECONDARY
51	KAPTUMO SECONDARY
52	CHAGAIYA SECONDARY

Appendix VIII: The Map of Kesses Sub-County



Location
stituency_IEBC
u_County_Wards
Racecourse
Saroyot
Cheptret
Kipchamo
Lungut
Mugondoi
Cheptiet
Kaptumo
Kesses
Emkwen
Tulwet/Chuiyat
Tarakwa
Koisagat
Lingwai
Tarakwa
Lainguse
Timboroa
Kipkurere

Appendix IX: NACOSTI Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/11698/17842**

Date: **4th October, 2018**

Ruth Melly
University of Eldoret
P. O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of written tests in the classroom and on learners fluency in English in selected secondary schools in Uasin Gishu County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **4th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

Appendix X: NACOSTI Research Permit

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

National Commission for Science, Technology and innovation
 P.O. Box 30623 - 00100, Nairobi, Kenya
 TEL: 020 400 7000, 0713 788787, 0735 404245
 Email: dg@nacosti.go.ke, registry@nacosti.go.ke
 Website: www.nacosti.go.ke

Serial No.A 20916

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. RUTH MELLY
of UNIVERSITY OF ELDORET,
33256-30100 ELDORET, has been
permitted to conduct research in
Uasin-Gishu County

Permit No : NACOSTI/P/18/11698/17842

Date Of Issue : 4th October,2018

Fee Received :USD 9.6

on the topic: EFFECTS OF WRITTEN
TESTS IN THE CLASSROOM AND ON
LEARNERS FLUENCY IN ENGLISH IN
SELECTED SECONDARY SCHOOLS IN
UASIN GISHU COUNTY, KENYA.

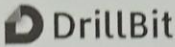
for the period ending:
4th October,2019



Applicant's
 Signature

[Signature]
 Director General
 National Commission for Science,
 Technology & Innovation

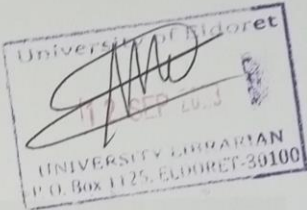
Appendix XI: Similarity Report



The Report is Generated by DrillBit Plagiarism Detection Software

Submission Information

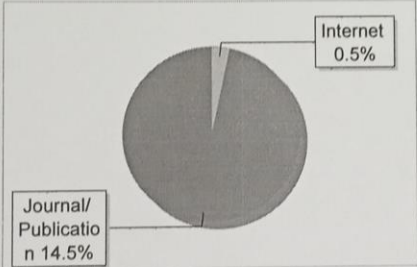
Author Name	Ruth Melly
Title	THE ROLE OF TESTING SPEAKING SKILLS THROUGH WRL..
Paper/Submission ID	965021
Submission Date	2023-09-11 14:41:47
Total Pages	105
Document type	Thesis



Result Information

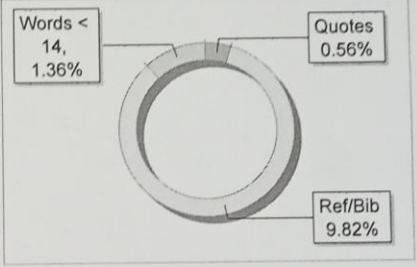
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Source Type	Percentage
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Internet	0.5%

Report Content



Content Type	Percentage
Ref/Bib	9.82%
Words < 14	1.36%
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Exclude Information

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