AN EXPLORATION OF THE RELATIONSHIP BETWEEN TEACHERS' PRINCIPLES, TEACHING METHODS AND THEIR IMPACT ON PERFORMANCE IN ENGLISH LANGUAGE

A CASE OF SELECTED SECONDARY SCHOOLS IN CENTRAL UGANDA

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DECLARATION

I, NAMAGERO SHEILA TENDO declare that this thesis is my original work and has not been published and/or submitted for any other degree/ award to any other university.

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DEDICATION

This research is dedicated to all those colleagues in the pursuit of knowledge and learning who persist under strenuous conditions to attain insight into the issues that have caused problems in society in order to provide answers for those who implement policies.

(Our world refers to the educational, economic, political and social sectors of society.)

ACKNOWLEDGEMENT

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DEFINITION OF TERMS

A conceptual perspective of the words which were frequently used in this thesis and what they referred to whenever they were used is given below. These words are used to explain, define and depict certain situations, occurrences and analyses as they are done throughout the study. They words include

Principles: These are the beliefs that the teachers hold as reasons why they choose and stick to particular methods. A principle is the underlying part (or spirit) of the basis for an evolutionary normative or formative development, which is the object of subjective experience and/or interpretation. For example, the ethics of someone may be seen as a set of principles that the individual obeys in the form of rules, as guidance or law. These principles thus form the basis for such ethics. This word will be used to refer to the reason why the teacher chooses a certain method in preference to so many other methods.

Pedagogy: this word will be used to refer to the study of the methods and activities of teaching.

Method: this word is used in this study to refer to the particular technique that the teachers use to teach English language.

Urban School: Schools in urban areas, whose student population is from well to do, educated urban parents.

Experience: In this thesis experience in relation to the teachers refers to the duration of time they have been teaching certain classes and using specific methods to teach.

Rural School: Schools in rural, remote areas whose student population is from peasant and uneducated parents

Triangulation: this word will be used to measure the effect of principles with regard to the performance of the students.

Competence: ability to communicate in English by speaking, writing, listening, reading and comprehension of given texts presented to you.

Suitable Content: this refers to those elements of the English language which are relevant to the level of the students.

Factors: Events that provide the generative force that is the origin of something; something that actively contributes to an accomplishment, result, or process.

Proficiency test: This refers to the English test that was given to the English language teachers in order to ascertain if they themselves were able to answer some simple questions in the language they were teaching.

Performance: This is the visible outcome of an inward change that has taken place and to what degree it has occurred.

LIST OF ABBREVIATIONS

UST: Urban School Teacher

RST: Rural School Teacher

US: Urban Schools

RS: Rural Schools

LCM: Learner centred methods

TCM: Teacher centred methods

NCDC :   National Curriculum Development Centre

S4 :   Senior Four

S3:   Senior Three

S1 :   Senior One

UCE :   Uganda Certificate of Education

UACE :   Uganda Advanced Certificate of Education

PLE :   Primary Leaving Examination

NTC :   National Teachers' College

TTC: Teacher Training College

UNEB: Uganda National Examinations Board

O level: Secondary school/ Ordinary Level

TQ: Teachers' questionnaire

SP: School performance

ABSTRACT

This study set out to explore the relationship between principles and the methods the teachers were using to teach English and their impact on the performance of the learners. The researcher used communicative approach and principles developed by Freeman Donald (1996) and P. Gurrey(1961) to develop criteria for examining the methods and guiding principles behind the methods used by the teachers in the selected schools. By using observation, interviews, questionnaires and a proficiency test data was collected on the methods, principles used as well as expertise of the teachers. End of term and UNEB results were analysed to measure the learners' performance. The research showed that out of the 20 school teachers who participated in this study in rural and urban schools only six had the right principles and hence chose the right methods consequently their students performed well in UCE exams. However, many teachers in secondary schools had opted for wrong principles and methods and therefore had poorer performance than those who used the recommended principles.

As a result of this study I made recommendations of principles for all teachers to use as a basis for selecting a teaching method because principles are the root of the tree that we see in teachers' behaviour and attitude towards teaching. These principles in turn affect student performance.

CHAPTER ONE

INTRODUCTION

Introduction

This chapter provides a background to the study. First a historical perspective is discussed showing the evolution of the methods of teaching English language and the principles that have informed these methods. the theoretical perspective is given and the theories that form the study are discussed. Then the theoretical perspective is given and the theories that form the study are discussed. Finally a contextual perspective is discussed of what prompted this research.

Background

1.1 Historical Perspective

There have been various methods of teaching English: the direct method, grammar translation method, the reading method, the audio lingual method, the audio visual method and the communicative approach. The above methods came into existence following certain principles and have continually evolved as a result of better principles. English language teaching in Uganda has progressed from the days of Grammar Translation when English was taught purely by grammar rules introduced at the beginning, followed by written exercises and a bilingual vocabulary list. At the end of the vocabulary list construction of sentences and later paradigm texts were taught with grammatical analysis followed by translation. Each grammatical point was explained in detail and illustrations given in plenty. The students were

expected to memorize the grammatical rules. At this time in Uganda there were only a handful of people who were privileged to go to school (Frisby, 1964).

Then the Direct Method was started as a result of many students failing to express themselves in English at that time, and this method encouraged the teaching of only sentences which are used in everyday communication. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes. Grammar was taught through demonstration, objects, pictures, and association of ideas with abstract vocabulary. In this method speech and listening comprehension, correct pronunciation and grammar were emphasized by the British teachers who conducted the English lessons at that time. This method is still used to some extent in the nursery schools where English is taught through objects, pictures and demonstrations.

The Reading method was not applied in Uganda because it required a lot of reading materials which were not readily available to all the students. The next method which was introduced in Uganda was the communicative approach which emphasised the teaching of language through the four language modes. In Uganda, some English language teachers who were concerned about the declining trends in student performance developed the Integrated English textbook. This textbook is based on the communicative approach which involves group discussion, students working with a partner, and exercises centred on the students.

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole

language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular (Stern,1983).

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The communicative approach was introduced in Uganda in the 1980s (Nsibambi, R.J, 1995) and its main emphasis was the ability of the person who is spoken to, to understand what has been said and make an appropriate response. It agrees with the modern thought of bottom-up approach of valuing and giving the individual the initiative. This method integrates the grammar translation, reading, audiovisual and audio-lingual method in an attempt to make communication in the target language as easy as possible. This method was not used a lot in the secondary schools that were visited yet it integrates the older methods. Most teachers who expressed their views on this method felt it was time wasting because it engaged the students in a lot of speech and interaction yet the examinations are always only written. The materials used in this method support close interaction with the students and frequent expression by the students through practice of new words each lesson.

1.2 Theoretical Perspective

There are three theories which will be dealt with in this study the first two being those advanced by Gurrey (1962) and Freeman (1996) and the third which is the researcher's own theory that she named "Communicative " theory (adapted from Freeman 1996 and Gurrey 1961) of Recommended Principles of language teaching.   The third theory arises out of the previous 2 theories and observations made during the researcher's teaching career, it amalgamates some of the principles from both theories to form a new theory of recommended principles.

According to Gurrey (1959) the ideal teaching-learning process should involve the following principles: material and equipment, purpose, interest, aim, setting and experience as the main principles. The teacher's perception of the teaching materials presented to him or her, his interest in them, his aim, his perception of the setting, and his confidence arising from the experience he has will determine the methods he uses. These principles are necessary in order for the teacher to communicate effectively with the students to guarantee foreign language development. Student responsibility is also encouraged through active involvement in the classroom activities. In terms of subsidiary principles the theory suggests the following: student confidence, plenty of practice and a sense of responsibly for their present situation and future.

The Freeman (1996) theory is the one which cites four elements, which according to him form the basis of the study in the field of principles. These are the perceptual and cognitive processes of the teacher, which eventuates in the action elements on the teacher's part. The teacher's actions are followed by the perceptual and cognitive processes on the

student's part, which in turn lead to the actions on the part of students. In this paradigm, the teachers' thoughts lead to their actions which in turn trigger students' thoughts and these lead to their actions in this case being their individual expression in English. Between the two domains of the teacher and the student lie the social domain of classroom and school. The principles which he advanced are: contexts and orientations, teaching language through content, lessons should be learner-centred, learning takes place in social interaction, faith in the learner expands student potential, lessons should support students' first languages and cultures, learning goes from whole to part, lessons should include all four modes. This theory is important to this study because it deals with cognitive processes of the teacher which is where the principles originate. The teacher's perception of a method determines whether he/she will use a particular method regardless of whether the method is appropriate or not. In this sense therefore the teacher's perceptions are the principle that this study focuses on.

The third theory which the researcher named as "Communicative theory" was her own creation based partly on the communicative approach from Stern (1983). The Communicative approach does not use the word principle but simply explains the purpose for teaching language. It is from this explanation that the researcher draws the principle that language is for communication. The researcher strongly believes that if a teacher is driven by good principles the end result of teaching a language is effective communication, that teacher will opt for methods that will make the learner speak, read, listen and write.

Thus these two theories were incorporated to form what the researcher has called "Communicative theory" (adapted from Freeman 1996 and Gurrey 1961) of recommended principles for selecting teaching methods. The theory that, the teacher will strongly consider the following factors in selecting the teaching methods:

I.   Language should be taught through suitable content

II.   Purpose and aim as the source and sustaining impulse of expression

III.   Each lesson should include speaking, listening, reading and writing

IV.   Learner-centred lessons with faith in the learner expanding student potential

V.   Interest provides attention and staying power as Learning Takes Place in Social
        Interaction

Thus one can say that the "Communicative theory" is informed by effective principles, performance is related to principles and the argument is that it is teacher's principles which determine both teacher performance in the classroom and student performance in the examinations. This theory further implies that the teacher's principles determine the methods the teachers select to use in teaching. This theory will be the one that will be used as the basis for examining the principles and the methods that teachers choose to use in the schools under study. The same theory will be used in the analysing of the data as a means to test the relationship between the underlying principles, method chosen and the performance

1.3 Contextual Perspective

Even by 2002, the state of English language teaching in Uganda was appalling. Teachers had neglected good teaching methods which emphasized the four skills: reading, writing, listening and speaking. David Mukholi and Anthony Mugeere in The Sunday Vision of March 31st, 2002, wrote as follows:

> In Uganda, the decline in English language performance in schools and general
> everyday use can be blamed on poor teaching methods and lack of literature. … In

most cases, vocabulary selection is poor, while the concept of reading is dead in most schools particularly in the countryside….

Honourable Minister Mushega had this to say in the same paper concerning the declining standard of English language in Uganda;

Most RSs no longer enforce speaking English at school as was the practice in the 1970s and 80s. … Sometimes they even hold academic discussions in their local languages. ….. Flexibility in marking could be a solution but a change in the teaching method must certainly take place. In the 1960s debates were part of the English lessons. Today, debates are considered extra-curricula activities.

The researcher's observation of students from rural Ugandan Secondary schools, as they interacted with each other, confirmed that indeed students could not communicate effectively in English. This inability to communicate was further reflected in the noticeably poor performance on end of term examinations.   Results obtained from a senior four candidates class of one of the RSs involved in this study are attached. (Appendix 7)

 The researcher further observed that in most RSs, students joined secondary school with very limited or no competence at all in English language. A student in one of the RSs visited in response to asking her when the next English lesson would be responded in Luganda with, " Madam nze simanyi luzungu" literary interpreted as, " Madam, I do not know English."

English language is the medium of instruction leave alone an official language of the nation. As we train the future citizens, it is very important that we ensure that learners are trained to communicate in this language effectively. The several reports that have been published in newspapers concerning this poor performance and my observation of the poor performance in

English of secondary school students in Uganda for several years all contributed to doing this research. As stated above, poor performance means the inability to read, write, speak and listen to English language.

Teaching methods are some of the observable factors that influence the outcome of teaching. However, there are other underlying factors that need to be examined critically in analysing the performance of the learners, and these are the principles that inform the choice of the methods of teaching. Attempts to overhaul the teaching methods without examining the principles which dictate their choice and use will leave the problem unsolved. Hence the argument that what we need to change first are the principles the teachers hold regarding suitable methods and the learning process which involves interaction with students. Once teachers' mindsets change, automatically their methods of teaching will change to reflect the teachers' thought patterns regarding the teaching and learning process.

There is a strong relationship between the methods used in teaching a language and performance in that language. Furthermore there is a strong relationship between the methods of teaching language and the principles that prompt them. This study sought to establish the principles that informed the methods that teachers of English chose to use. In addition the study aimed at finding out the impact of those methods on the performance of the learners in English. That is their ability to communicate effectively.

The term principle cited above refers to beliefs the teachers hold for choosing and sticking to particular methods. In other words the principle is the soul behind a method.

Method of teaching refers to the particular technique that the teachers use to teach English language. Among the methods discussed in this study are the grammar translation, audio

lingual method, audio visual method and the communicative approach and why the teachers use the various methods.

Performance another variable in this research refers to the outcome of teaching a language. The outcome is indicated by the four modes: reading, speaking, listening and writing which is effective communication. Good performance therefore would mean mastering the four outlined skills.

Regarding the principles scholars have provided various theories. In this research three theories: the Gurrey theory (1961), the Freeman theory (1996) and the third which in this research is identified as the "Communicative theory".

STATEMENT OF THE PROBLEM

The researcher as a secondary school teacher observed overtime that teachers were using teacher centred methods even after they had gone for in-service trainings meant to encourage them to use student centred methods. She observed that the students' performance in both written and oral English was consistently poor and there seemed no sign of the situation improving.

According to a Uganda National Examination Board (UNEB) statement on the release of senior four results last week, "a decline in performance was notable in English,…"

"The teaching standards of the language have been falling over the years." (Sunday Vision, 2002 March 31).

This research was therefore investigating reasons why the teachers evaded the recommended methods. Specifically, the study was an inquiry into the principles used by the teachers for selecting methods.

OBJECTIVES

The objective of the study was to establish the principles determining the methods used in the teaching of English in the secondary schools in Uganda and their effect on the performance of the students in examinations. The specific objectives were:

- To establish recommended principles which inform selection of effective teaching methods.

- To examine the relationship between the teachers' principles and their choice of teaching methods.

- To examine the effect of the teachers' principles on the performance of the students in English language.

RESEARCH QUESTIONS

Certain research questions were used to establish the principles the teachers used to select teaching methods. Below are the questions which the research sought to answer:

1. What are the principles informing the selection of effective methods teachers use?

2. What the relationship between the teachers' principles and their choice of teaching methods? How are the individual teacher's principles affecting his/her selection of methodology and textbook selection and usage?

3. What is the effect of the teachers' principles on the students' performance in ability to read, write, speak and understand texts in English and pass examinations?

SCOPE

The study covered 5 urban and 5 rural secondary schools from both Kampala and Mukono districts. Schools were selected on the basis of whether they were USs or RSs to examine whether there were any differences in the principles used to select teaching methods in the different types of schools. The schools categorized as USs on the basis of having student populations from well to do, educated urban parents with substantial textbooks and teaching materials. RSs were selected on the basis of having a student population from peasant, mostly uneducated parents and having no textbooks and teaching materials. The urban slum schools were excluded from the study because they had much better facilities than the RSs.

In terms of content scope the study examined first the ideal principles a teacher should base upon to select a teaching method, Gurrey (1962), Freeman et al (1996) and "Communicative" theory (adapted from Freeman (1996) and Gurrey (1961) of recommended

principles. Then the principles used by the teacher to choose a teaching method were examined and their effect on performance

In terms of time scope the study was conducted between 2002 and 2003.

SIGNIFICANCE

This study exposes the impact of principles on the choice of teaching method and its subsequent impact on student performance.

It suggests what principles should be taught in teacher training programs for teachers to adopt later in their classroom situations. This study also encourages the teacher trainers to emphasize the recommended principles to enable the student- teachers develop a healthy set of principles for selecting teaching methods.

These findings are meant to help in setting up a standard set of principles for English language teachers to use as a basis for selecting methods. This will help the teachers to make conscious decisions in choosing more effective teaching methods. The study shows the importance of having sound principles in the teaching of English and how it affects the manner, style and approach to teaching.

The findings explain why teachers of English language are opting for specific methods in classroom teaching vis-a'-vis other more "fruitful" methods. It explains how mental processes of the teacher affect his choices of teaching methods.

The findings are meant to help National Curriculum Development Centre to not only consider the syllabus for language teaching but to emphasize through seminars the right principles for the teachers to use in choosing teaching methods.

The English language teachers who would like to examine their approach to the classroom interaction will also be led to self evaluation of the principles they use to choose teaching methods.

Limitations to the Study and Solutions

There were some limitations that the researcher faced in the process of conducting this research. Among the limitations were:

1. Limited Funding

The lack of funding made it difficult for the researcher to reach more districts as was desired. The study was limited to Kampala and Mukono. This limitation was handled by employing mainly a qualitative design and some quantitative aspects to get rich, in depth information from the respondents.

2. Teachers' Perception Of Researchers

Some teachers view researchers as idlers who go around creating trouble by reporting whatever is not right in their schools to the Ministry. In the schools where this attitude was prevalent the researcher was neither welcomed nor given audience and English language teachers claimed to be very busy. They neither responded to the questionnaire nor allowed me in their lessons to observe how they taught. The researcher found other schools that were willing to participate in the study.

3. Principles exist in the mind and not visible with the naked eye

The researcher dealt with a subject of principles which are mental attitudes and thoughts and these cannot be observed in themselves. She went around this problem by employing observation as a research instrument to observe the effects of the principles and interviews to ask the teachers what principles they used to select teaching methods.

CONCEPTUAL FRAMEWORK

Based on the "Communicative theory'' of recommended principles

The conceptual framework shows the relationship between ideal principles, methods and performance. The conceptual framework is based on principles adapted from Freeman (1996) and Gurrey (1961) some of which form the basis for the communicative approach. The conceptual framework shows teacher's mental processes which affect how and what he/she produces in the teaching -learning environment. The theory in this thesis was that teachers' principles determined the methods they selected while preparing their lessons and the methods they used to teach. The principles are very important in the selection of teaching methods. They control the teacher's outward actions yet they are not tangible and easy to manipulate. Just as it has been said before that 'just as a man thinks so is he'.

The person's thought patterns are not visible to the naked eye yet they affect what the person does and this is the same way principles (which are defined as a person's beliefs) affect the teacher's choice of methodology which in turn affect performance of the students. This

conceptual framework is based on "Communicative theory" (adapted from Freeman (1996) and Gurrey (1961) of effective principles which stresses the importance of the teacher's thought patterns as the main determinants of the method they adopt in class.

CONCEPTUAL FRAMEWORK OF THE STUDY

Ideal Principles

    I.   Language should be taught through suitable content
    II.   Purpose and aim are the source and sustaining impulse of expression
    III.   Each lesson should include speaking, listening, reading and writing with students' active participation. (student responsibility)
    IV.   Faith in the learner expanding student potential based teachers and students past experiences
    V.   Creating Interest in students provides attention and staying power as Learning Takes Place in Social Interaction

Methods

Skills oriented methods

Learner-centred lessons

Using projects like listening tasks, debates, acting conversations

Discovery methods

Extensive and intensive reading

Writing journals

Performance

- Students' ability to read, write, speak and understand texts in English

- Students' ability to pass UCE English examination

- Students' ability to communicate in public in English with various people

Figure 1: Conceptual Framework based on "Communicative" model. (Adapted from Freeman (1996) and Gurrey (1961)

The principles the teachers used to select methodology are analyzed in order to explain why teachers continue using less appropriate methods to conduct English language lessons. In the Figures there is interaction of principles that should lead the teacher to select a method to be used in class. In all the theories stated above it is clear that the teacher's psychological disposition affects not just himself but the method he will choose to use to impart knowledge to his/her students. Among the principles recommended in the "Communicative" theory of effective principles are: teaching language through suitable content, having a purpose and aim for the lesson, including all four language modes which necessitate student involvement, keeping the lesson centered on the learner using his/her experience and the teacher's own experience, and, making the subject interesting for the students.

"The "Communicative theory" recommends the communicative approach which involves teaching using all four language modes. Reading should involve: comprehension exercises and summary writing; writing should comprise of: letter writing, composition, comprehension. There should be listening exercises which involve but are not limited to, the teacher reading an excerpt to the class and finally speaking which comprises of: debates, small group discussions among others.

In the analyzing of the data the researcher examined the relationship between these principles and what actually happened in schools in Mukono and Kampala.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter consists of three sections that examine the literature on the three main variables of the study namely: effective recommended principles for selecting teaching methods, the methods available for the English language teachers to use and the effect of principles on performance of the students.

A. Effective Recommended Principles for English Language Teaching

A principle is a decided upon or predetermined policy or mode of action. Prof. Adei in his book 'Called to Lead" refers to principles as being the determinants of the decisions that leaders make from day to day. Teachers are leaders in their classes because they determine what the students learn and do.

> Most of our day- to –day decisions are made almost unconsciously because they flow from and are *guided by our principles*, which shape our lives (Adei, 2007, p.46).

It is the element which determines intrinsic nature or characteristic behaviour. It is difficult to change because it is formed as a result of what we perceive as human beings the situations around us to be. A principle is the underlying reason why we opt for one thing instead of another, in the teachers' case, why they prefer certain methods which they tend to stick to and defend when under question or opposition. A principle is therefore what someone believes about something. Principles can be either good or bad depending on the situation

where we acquired them and the kind of principles we were taught or learnt whether good or bad. Broughton, (1981) says.

> The often forgotten field of pedagogy is concerned with class management, questioning techniques, lesson planning and teaching strategies and the numerous daily tricks of the trade that separate the professional teacher from the amateur. Whether the teacher is well read or not in all the above disciplines, he inevitably makes decisions about the problems involved. Consciously or unconsciously, he reflects in his teaching the beliefs he holds about the needs of the learners, their way of learning, the best method of motivating them, etc. The more knowledge he can glean from the wealth of writing in the field, the better he will be able to combine this knowledge with practical experience to produce a suitable teaching methodology for his own purposes. (p. 38)

In agreement with Broughton (1981) above, the teacher's thinking and mental processes will be examined fully because they largely determine the teacher's behaviour and the outcome of learning. These thoughts form beliefs which are also referred to as principles and they consequently determine the methods they use to teach. The paradigm puts into consideration the fact that teachers operate in a social context which can include: classroom, school, community and national levels that influence policies and they in turn are affected by place and time frame.

"Communicative theory" (adapted from Freeman (1996) and Gurrey (1961) of Recommended Principles for selecting Effective Methods

After going through the principles in the two theories below and relating them to the Ugandan situation, there were some loopholes in both of those theories. The researcher therefore decided to eliminate the loopholes by amalgamating the important principles from both theories into one theory that best fits the Ugandan English language teacher. In so doing the researcher formed the theory which she named "Communicative theory" (adapted from Freeman (1996) and Gurrey (1961) of recommended principles.

1. Principle of Teaching Language through suitable Content

This principle was adopted from both Freeman (1996) and Gurrey (1962) who recommend that English should be taught through suitable content and the material to be taught should be appropriate, relevant to the students. The teachers are expected to arrange material that fits into the settings of the different localities with examples that the students can understand. The teachers should teach content that is relevant for the different levels in relation to the mental development of the students. This is the reason why lecture method for secondary school does not yield the required results. Freeman (1996) also supported this principle and he argued that, it is logical to have students learn English as they study meaningful content, rather than to have the students study English language as a separate subject apart from meaningful content.

2. Principle of Purpose and Aim

The principle of purpose and aim as the source and sustaining impulse of expression expects the teacher to have a purpose, an aim, a goal that he/she wants to accomplish instead of just teaching because we have to cover a given topic. The aim will drive the teacher forward because he will have a target that he/she wants to reach. The teacher is also expected to

create settings that will make learning possible for the students. The teacher should ensure that the classroom atmosphere is conducive for learning to take place. For the teacher to do all this, his or her belief about learning must be right. This principle was also adopted from Gurrey (1962)

3. Principle of Four Language Modes

This is a principle advocated by Freeman (1996) adopted as a result of what was observed during the study. This principle was lacking in the Gurrey(1962) model and yet language to be learnt must be taught using speaking, writing, reading and listening. This was one of the reasons why Gurrey's model did not become the centre theory because it left out some elements the researcher considered very important to effective teaching and learning of English.

Students need to often practice the target language if they are to learn it. This means that there should be enough talking/speaking exercises done in the classroom. Gurrey adds that there are those who believe that students should write only about what they have experienced and that for the first two or three terms in secondary school the expression of such experience should form core emphasis of the work though other exercises may be conducted. It follows from this that it is essential for the teacher to help the students realize their experiences, to encourage them to use their ears and eyes, and to concentrate their full attention on what happens before them. When a student's expression follows on some urgently felt experience it comes as a result and fulfilment of that experience and therefore will have a striking value to the student (Gurrey, 1962).

The Freemans deal specifically with the development of all the different language skills that is speaking, listening, reading and written proficiency. They emphasize the importance of

students having opportunities to read and write from the beginning as they learn a new language in order to reach academic competence as well as communicative competence.

4. Principle of Faith in the students' potential

The fourth principle is that the teachers before they go to class they should believe in the students they are teaching that they will learn and this will motivate the students in turn when they see that someone believes in them. Freeman (1996) says that the lessons should be LC because the lesson is about them not about the teacher. This LC principle was joined together with the principle of faith in the learner because as a teacher you cannot pay attention to the learners if you don't believe in their ability. The teachers who put to use the principle of making the lessons LC would provide a lot of reading material to their students. The researcher also added a principle from Gurrey(1962) into this principle of considering the extent of individual differences in the class, whether some or all students are bright or some are very slow so that, the slow ones are not left behind and also avoid making the bright and quick bored by repetitions.

5. Principle of Creating Interest for Learners in the Language or Subject

Interest provides attention and staying power as learning takes place in social interaction. The teachers are expected to use particular methods over and over again which are good at getting the students to participate in the lesson either by answering questions or discussing amongst themselves and maintain the interest of the students. The teachers are expected to teach using life applications of new topics which make it easy for their students to be interested in

the lesson. Gurrey (1962) recommends that the teacher should create an interesting atmosphere in order to make the students attentive and stay with the lesson being taught.
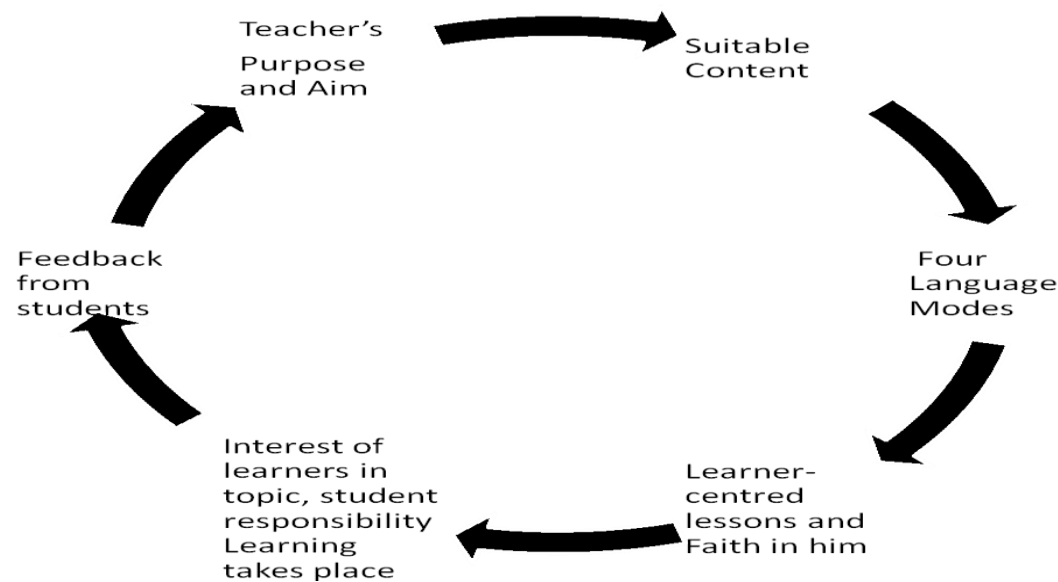
Figure.2. Progression of recommended principles in "Communicative" model

In the model above the principles are in a circular form depicting that each principle if applied has the effect of leading to the next principle meaning that the teacher who has begun with the first principle has very high chances of ending with the right principle. That is, the teacher who listens to feedback from his/her students, is likely to adjust his aim and purpose and in turn will affect the type of content he selects, his use of speaking, listening, writing and reading to teach that content, in implementing this he will have to use LC methods if students are to use the four language modes to communicate, and by so doing arousing the interest of the learners then learning will take place. The principles recommended in the "Communicative "model are few yet effective because they are meant to make the teacher feel that they are not burdensome to apply. This model recommends that whatever the teacher is planning they

should keep it simple and not outdo themselves. It should be something they can do over and over again without experiencing burn out before the term ends.

Gurrey (1962) advances four major principles of language teaching and three subsidiary ones. His main principles include: expression is closely related to experience, purpose as the source and sustaining impulse of expression, interest provides attention and staying power and a clearly focused aim. The subsidiary principles include: student responsibility, the value of confidence, a mastery of language cannot be achieved without practice. As discussed in the recommended principles of "Communicative theory", the Gurrey theory has some weaknesses in the sense that it leaves out crucial principles necessary in effective teaching among which is the use of the four language modes and student centeredness.

The researcher drew some aspects of the recommended principles from Freeman (1998)'s theory. Among Freemans' principles selected were: context of the lesson and the teacher's orientation determine the teachers' method, language should be taught using meaningful content applicable to students' situations, lessons to be LC with activities which help students learn important content, learning takes place in social interactions with each other and the teacher and engaging in activities, the teacher's faith in the learner expands student potential then they begin to believe that they can make it, learning should include all four modes that is speaking, writing, reading and listening.

The weak principles of the Freemans' theory advanced are: first that each lesson should support students' first language. This principle is not applicable because most classes in Uganda have students from diverse languages and subjects, verbs and objects may be called by

different names. This would make it almost impossible for the teacher to relate items to all the tribes present in a given classroom given the fact that the teachers do not know all local dialects. The second principle which the researcher did not agree with was that learning goes from whole to part as in reading a novel. This could not be applied across the board because if you are teaching grammar you teach bits and then you join them to create sentences. It has been observed by scholars that when students are introduced to a lot at the beginning they tend to fear and draw back instead of being motivated to learn. It is also impossible to teach aspects like tenses from whole to part because the parts create the whole language. Therefore these two principles were inapplicable to the Ugandan setting because teachers found teaching in a local language difficult due to diverse tribes among students and in some cases aspects of language are more easily understood when taught from part to whole and not as advocated by Freeman (1996).

B. Methods of Language Teaching

In this section methods of language education were handled briefly because the main purpose of the study is not to find the methods used but the principles that determine the method selected. For over a century, language educators have attempted to solve the problems of language teaching by focusing almost exclusively on the teaching method. What constitutes a particular method may not be very clear because a teacher will claim to use one method in his classroom and yet elements of another will be found in his teaching methodology. Any present day theory of language must try to understand what the methods

stand for and what they have contributed to present-day thinking. This is therefore an attempt to explain what each method considers its focal point in language learning. (Holden. 1996).

The teaching of English has evolved over the years with newer methods being introduced and the older ones integrated or just discarded. Beginning with the grammar translation method in the last part of the 1800s then to the direct method where the classroom sessions were conducted exclusively in the target language. This evolved to the reading method in the early 1920s with emphasis on reading strategies. Then the audio lingual and audiovisual methods in the 1950s that emphasized listening, speaking and seeing in the target language. From these evolved the present communicative approach which integrates all the other methods.

Grammar translation or traditional method

This method was the offspring of German scholars whose objective was "to know everything about something rather than the thing itself" (W.H.D. Rouse quoted in Richards, 1998:3). According to Richards, grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts in and out of the target language. Reading and writing were the major focus. Speaking and listening came in as secondary. Vocabulary selection was based solely on the selected text and the translation was provided and the rules presented and illustrated.

The sentence was considered as the basic unit of teaching and language practice. Accuracy was emphasized and students were expected to attain high standards in translation. Grammar was taught deductively by presentation and study of grammar rules, which they then practiced

through translation exercises. The students' native language was the medium of instruction and it was used to explain new items and comparisons between the two languages. The teaching materials used where mainly academic literature that had been written in the target language. Textbooks were prepared to teach 'modern languages' like English on similar lines to those of Latin and Greek.

The major defect of the grammar translation method lay in the overemphasis on the language as a mass of rules and in the limitations of practice techniques, which never emancipated the learner from the dominance of the first language. On top of that the sheer size of the task of memorization and the lack of coherence with the language facts made this method a very difficult entry into the target language. The researcher found this method still in use especially in rural areas where the teachers explained that it was the only way to get the students to understand what they were teaching because the students did not know enough English to follow the lesson in English. Learners in most RSs translated whole chunks of speech from one language to another.

The Direct Method

The method was first introduced in France and Germany and later was recognized officially by the governments of Germany, France and Belgium. An international congress of modern language teachers was held in 1898 in Vienna and decided that the direct method should be used in all elementary teaching of foreign languages (Rivers, 1964). In Britain a compromise policy of adopting the direct method's emphasis on the spoken language and some other techniques was recommended in the early 20th century. Language-teaching reforms from 1850 to 1900 particularly in Europe attempted to make language teaching more

effective by a radical change from grammar translation (Harvey, 1936). The direct method represents a shift from literary language to the spoken everyday language as the object of early instruction, a goal that was totally lacking in grammar translation. Classroom instruction was conducted exclusively in the target language (William Harvey. 1936).

According to Whitehead (1966) two major problems persistently troubled direct teaching method. One was how to convey meaning without translation and safeguarding against misunderstanding without reference to the first language. The other problem was how to apply the direct method beyond elementary stages of language learning. It was argued that because of the absence of translation, the method made it very difficult to convey the semantics or to teach grammar. The direct method could only be practiced in a classroom where the number of students was limited because certain activities involved in the method were not easily applicable in a larger group of learners. The main drawback was attributed to the difficulty in finding a native speaker to teach the foreign language and the method was far too dependent on the qualifications of the teacher rather than on the textbook (Byram,2004) and it was difficult to recreate the learning conditions of the native language in the foreign language classroom.

In Uganda this method is still used in some the secondary schools especially the USs where the students are expected to come out of primary school with enough competence to follow a lesson in English. The RSs incorporate it with the grammar translation when they see that their students are not following what is being said.

The Reading Method

In 1926 West, a British educator and later in 1953 Bond an American educator, advanced this method and they deliberately restricted the goals of language teaching to training in reading comprehension (William, (1981). The reading method grew out of practical educational considerations of the 1920s and not from a shift in linguistic or psychological theory.

In Uganda's secondary schools this method is used as part of other methods. It is mostly used in USs because they have textbooks and they can afford to use reading as a method of language education. In the RSs the teacher is lucky to even have a reference textbook for the teacher so this method is not used in the RSs where it would be impossible to implement. However even where the reading method is used it is not used independently on its own.

This method is related to two principles advanced by Whitehead (1966) and Gurrey (1962) the principles of activity and a lot of practice. This is where activity involves among other things reading and this builds the reading skill of the students.

The Audio lingual Method

According to Cochran (1957) the theory of language underlying audiolingualism was derived from a view proposed by American linguists in the 1950s. This method views the learning process as one of habituation and conditioning without the intervention of any intellectual analysis. It lays emphasis on active and simple practice. It encourages the separation of the skills listening, speaking, reading, and writing and the primacy of the audio lingual over the graphic skills. Emphasis was placed on certain practice techniques, mimicry, memorization and pattern drills. It encourages the use of language laboratories. It establishes a linguistic and psychological theory as a basis for the teaching method. Its psychology is avowedly behavioristic and its main followers are Skinner and Osgood.

This method is not used in Uganda in the English classes due to lack of laboratory facilities and even the teachers themselves are not very confident of all the pronunciations of some English words.

The Audiovisual Method

According to Randolph, (1959) this method was developed in the 1950s in France by a team directed by Guberina and Rvenc. A visually presented scenario provides the chief means of involving the learners in meaningful utterances and contexts. Language learning was visualized as falling into several stages: a first stage where the audiovisual method is particularly applicable in which the learner becomes familiar with everyday language. A second stage involves the capacity to talk more consecutively on general topics and to read non-specialized fiction and newspapers (Randolph, 1959). The third stage involves the use of more specialized discourse of professional and other interests. In contrast to the audio-lingual method it stresses the social nature and situational embeddedness of language. The major criticism is like the direct method there is difficulty in conveying meaning and the other is that the rigid teaching sequences are based on an entirely unproved assumption about learning sequences.

The difference between audio-lingual and audiovisual methods is minimal. Audio-lingual is talk and hearing while audiovisual is talk and see but you cannot talk and see without hearing that is why it is said that the difference is minimal. These methods are encouraged in the integrated/communicative approach but they fail only because of lack of equipment to use in the language laboratories. These methods are not used in Uganda's English language lessons because of the lack of facilities for conducting these kinds of classes.

Both the audiovisual and audio-lingual methods support mostly the principles advanced by Gillian (1983), which are concerned with the speech of the students eliciting speech, eliciting organized speech and controlling the input given to the students. These methods also support Gurrey and Whitehead's principle of having the students do a lot of practice and activity in class. However, when these 2 authors talk about activity they do not limit it to only speech but to other classroom activities like reading and writing.

Communicative Method

This method focuses on language as a medium of communication and recognises that all communication has a social purpose - learner has something to say or find out. Communication embraces a whole spectrum of functions (e.g. seeking information/ apologising/ expressing likes and dislikes, etc) and notions (e.g. apologising for being late / asking where the nearest washroom is). This movement which flourished in 1970's and 80's - raised pupils' motivation through short-term objectives and through teaching language appropriate to a range of relevant topics and situations (e.g. shopping/ hobbies/ exchanges). In Uganda a group of scholars came up with the Integrated English textbook based on communicative method offered opportunities for communication for secondary schools from S1- S4.

This method is much more pupil-orientated, because it is dictated by pupils' needs and interests. The classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ playlets - all produce spontaneity and improvisation - not just repetition and drills. It places emphasis on active modes of learning, including pair work and group-work -

often not exploited enough by teachers fearful of noisy class. It also emphasizes oral and listening skills in the classroom not just hearing teacher, but having personal contact themselves with language, practising sounds themselves, formulating sentence patterns and getting chances to make mistakes and learn from doing so.

Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in variety of ways (reading/ summarising/ translating/ discussion/ debates) - makes language more fluid and pupils' manipulation of language more fluent. Grammar is taught, but less systematically, in traditional ways alongside more innovative approaches because communication depends on grammar. Disregard of grammatical form virtually guarantee breakdown in communication. It seeks to motivates students by arousing their interest and leading to more active participation using materials which relate to pupils' own lives and they must be fresh and real.

Teachers are encouraged to develop learning materials on the basis of particular needs manifested by the class. Individual learners are seen as possessing unique interests, styles, needs and goals. Linguistic variation is a central concept in materials and methodology. Translation may be used where students benefit from it. Reading and writing can start from the first day if desired. The target linguistic system will be learned best through the process of trying to communicate.

The communicative approach supports the principles advanced by the three authors looked at earlier namely Gurrey (1962), Whitehead (1966) and Gillian (1982) in as far as it encourages teacher student interaction, a lot of student activity, play and practice in the

classroom, the teacher to be prepared before the lesson by having a purpose, aim and being aware of the student differences before the class.

The communicative approach is closely related to the hermeneutic research paradigm (Freeman, 1996) and the teaching and learning framework (Otto, 1997) that deal with the mental abilities of both the students and the teachers and the need to communicate in a style that will be understood by the learner during the process of teaching and learning in the classroom.

Conclusion

According to Nsibambi (1995), the communicative approach is the most effective teaching method because it is based upon suitable principles that promote selection of good teaching methods. The old English language teaching methods namely: grammar translation, direct method, reading method, audio lingual and audio visual methods emphasize the functional aspect of language which is very limiting while the communicative approach incorporates them all into one so that communication can take place between teacher and students, and between student to student. The authors used in the deal with principles of teaching English and built on previous studies conducted before their times.

Freeman and Otto go further and look at the mental process of the teacher in selecting methodology and its effect on the lesson and the student, which previous authors had not looked at. Freeman called this the hermeneutic research paradigm while Otto called it the

teaching-learning process because they examined the teacher's thinking and mental processes vis-à-vis the students' mental activity during the lesson. They put into consideration the social context that teachers operate in, which include classrooms, schools, communities, place and time frames.

C. Performance

Performance is the visible outcome of an inward change that has taken place and to the extent/ degree of change that has occurred. According to Freeman, a major goal of process-product research was to estimate the effects of teachers' actions or teaching performance on student learning.

The assumption was made that different teachers teach differently, they organize material differently, and they interact with students differently and this affects how the students learnt (Freeman, 1996, p. 354).

Students' ability to read, write, speak and understand texts in English

In an ideal situation student performance is supposed to be assessed in all the four language modes speaking, writing, reading and listening. In terms of reading they are assessed according to their ability to read comprehension exercises and given excerpts and to comprehend what they are reading. In terms of performance in speech students are assessed on their ability to verbally construct sentences which are grammatically correct and

understandable to the listeners. In terms of comprehension the students are assessed according to their ability to listen and understand when they are spoken to and what other people are saying when they speak English. With regard to writing students are assessed according to their ability to write correct sentences with correct tenses. Students are expected at the end of the course to be able to express themselves in English through their speech and that is why some textbooks have speech work excerpts.

> Most RSs no longer enforce speaking English at school as was the practice in the 1970s and 80s. … Sometimes they even hold academic discussions in their local languages. ….. Flexibility in marking could be a solution but a change in the teaching method must certainly take place. In the 1960s debates were part of the English lessons. Today, debates are considered extra-curricula activities. (Mushega, A.N. 1997, August 14[th,] Memo).

South Africa also an African country with similar problems like Uganda in English language teaching, learning and performance of students in speech, writing, listening and reading skills has recorded the comment below in one of their language journals. Khattri et al (1998) puts it well in the excerpt below,

> Principals, teachers, students, and parents spoke primarily about the influence of performance assessments on students' motivation to learn and on their writing and thinking skills. p133

According to Khattri et al (1998) they felt that performance assessment when done during the school year motivates the students to improve in the examined skills. This also explains why a subject like French teaching in Uganda has maintained an oral examination because it

motivates the students to improve on their oral skills. However, English is not examined orally and this makes the teachers reluctant to teach skills they know will not be examined.

Students' ability to pass UCE English examination

Student's ability to pass exams is one of the indicators that effective teaching took place. When effective teaching takes place one of the results is improved performance by the students. This was chosen as an indicator upon which we would evaluate the teachers' principles during data analysis. According to Khattri (1998),

> As a result of collaborative efforts and effective appropriation of performance assessments, some teachers specifically mentioned that they had acquired a better understanding of some of their students through their students' performance on assessments. (p.132)

As per the excerpt above, student ability to pass examinations assists the teachers to know how to handle the different students depending on how they have performed at the given tasks.

The performance of the student in the final examinations has been declining over time and it is the underlying cause of this research in order to examine why in spite of all the research done on the various aspects still students continue to perform poorly in both written and spoken English.

English language remains the silent terror in the classroom. Candidates' answers in

national examinations lack factual depth and display low thinking skills. The appearance of English on the decline slide is not surprising. Although able to list the main points in an essay, many students fail to support them because they lack the art of communication, which basically amounts to a language problem. Most students at both Ordinary and Advanced levels find it a nightmare constructing sentences with correct grammar. (Education supplement, Sunday Vision, 31st March 2002)

The aim of this research was to look beyond the physical causes to psychological causes that affect teachers' choice of teaching methods and consequently student performance. The myriad influences of performance assessments on teaching are complemented by their influences on student learning. The impact of performance assessment on students is due as much to the content of performance –based assignments as it is to the process of assessment itself.

Students' ability to communicate in public in English with various people

When effective teaching and learning takes place, the result is that students who want to practice the new words they have learnt outside the classroom. In situations where the students revert to their local languages all the time then it may means that learning did not take place. In the Ugandan setting, many students are unable to communicate in fluent English even at university level. There is evidence of even teachers who graduate from various colleges when they are unable to hold a conversation in English and yet they are the ones we are expecting to teach our children. The New Vision at one time also carried a related article with a comment from the Head of the Language department at that time at Makerere and the following was his observation. The New Vision 31st March 2002, Education supplement,

"Most students are poor at English grammar," the head of Language Dept, Dr. M. Ssebbunga, was quoted in March 2002 during a conference on language education.

At another forum this was his comment on the inability of the teachers to communicate in fluent English Umulasi (2005),

> Considering the fact that there are some schools - admittedly only a few – in similar circumstances who manage to accomplish sterling results, it can be speculated that the difference lies primarily in the quality of teacher…Teachers need to be competent in the pedagogical discourse of their areas of teaching, and to have the professional disposition associated with teaching and learning. (P.6)

When suitable principles are used, suitable methods will be selected and automatically the students who are a product of suitable principles are able to communicate in public. This is a result of having learnt to communicate in public in the school setting by participating in debates and group discussions. An analysis of the effect of principles on performance is discussed in chapter five which deals with what was observed in the performance of various students taught using various principles.

Some dissertations reviewed at Makerere University included the three summarised in this paragraph. Otullu (2000) wrote a dissertation on performance with the main objective of finding out the relationship between arts students' performance in written examinations and school practice. Odiya (2001) examined the relationship between students' perception of school performance and performance in national examination. Aketekit (2000) dealt with the methods teachers use to teach novels in literature, their effectiveness and the discrepancies between the aim and methods in teaching of literature. She examined some TCM and LCM but

her emphasis was on teaching literature and her recommendations were methods to use in teaching literature.

While all the above carried out studies on performance and teaching methods, they did not cover the area of teachers principles. The studies above did not relate principles with methods and performance they dealt with the later two and this study sought to examine the relationship between the three variables above. The gap that this study sought to cover was an exposition of the teachers' principles, their effect on selection of methods which in turn affect students' performance. This study unlike others before it, examines the tripartite relationship existing between principles, methods and performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This thesis used mainly qualitative methods and a bit of quantitative methods. Borrowing the words of Miles and Huberman (1994):

> Qualitative data are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts. With qualitative data one can preserve chronological flow, see precisely which events led to which consequences, and derive fruitful explanations. …qualitative data are more likely to lead to serendipitous findings and to new integrations; they help researchers to get beyond initial conceptions and to generate or revise conceptual frameworks. Finally, the findings from qualitative studies have a quality of 'understandability'. Words, especially organized into incidents or stories, have a concrete, vivid meaningful flavour that often proves far more convincing to reader-and other researcher, a policy maker, a practitioner- than pages of summarized numbers. (p.1)

On the basis of that background I used mainly a qualitative approach and collected data through in depth interviews, questionnaires, proficiency tests, participatory observation, group discussions and document analysis. The quantitative aspect was case series of secondary school teachers and this was observational. Random sampling was used to select the secondary schools.

Data was analyzed using qualitative methods and employed the following analysis tools: - identification of themes, coding of catalogues and assembling them, descriptive research design in order to draw conclusions and document analysis of lesson plans and classroom interactions between the teachers and their students. Therefore a qualitative research approach of explanatory research was used to obtain information as to what principles the teachers used to select methods they used to teach and why they used teacher centered methods in favor of student centered methods.

The researcher used Interpretative analysis for verification of the data gathered. Information obtained from questionnaires was cross- checked, reinforced and verified through face- to-face interviews. This information was further used to interpret and explain information obtained through discussion and observation. Thus, one source of data gathered was used to reinforce another in order to establish consistency. Proficiency tests were administered to the teachers of English in order to establish whether the teachers are competent in the language they are teaching.

Research Design

A cross sectional research design was used to observe subset of a population of teachers all at the same time, in which, groups (RST and UST) were to be compared at different times with respect of independent variables, such as principles, methods and performance. The use

of cross -sectional analysis was to analyze the relationship between the different variables at that point in time. The researcher first selected the individual teachers randomly from the entire population of English language teachers in Central Uganda. Then she assigned random dates to each individual teacher. These random dates were the days on which the individual teachers were interviewed, observed during lessons and thus included in the survey. I endeavoured to have no control over the conditions under study by hanging around the school long enough until the teachers become free around me and started to voice their opinions freely. What was found out at the time of study is what was observed and reported with the aim of mainly providing information on the principles the teachers' base upon to select methods they use in their classrooms.

Population

The target population was secondary school English language teachers who were in active practice that is still teaching in various schools. They were 20 teachers selected from both RS and US all with one common denominator being teachers of English language as a subject. These teachers had different perspectives on the principles they used to select teaching methods and the consequent effect of principles on performance.

Sample Size and Selection

Being mainly a qualitative study, the researcher used a small sample that she could interact with in-depth and closely. The sample size consisted of 14 USTs and 6 RSTs out of over 600 English language teachers (an assumption made on the basis that Kampala and Mukono at the time of the study had 438 secondary schools with USs having at least 2 English language teachers and RSs having at least 1 English language teacher). According to responses from the

teachers' questionnaire all respondents were trained teachers. This sample consisted of 4 teachers who had taught for over 10 years, 7 teachers who had taught for between 10 years and 5 years, 9 teachers who had taught for 5 years and below. This brought the total of respondents to 20 English language teachers.   The teachers were chosen on the basis of their being English language teachers and the type of school they taught whether it fitted into the 2 categories namely urban and rural type of school.

Sampling Strategies

The researcher employed stratified purposeful sampling to illustrate the characteristics of particular subgroups (UST and RST) of interest and made comparisons between the different groups. The sample consisted of 14 USTs and 6 RST because most were not willing to participate in the study. The choice of both urban and RSTs was to compare the principles used in the various localities and their effect on the students in those localities and also to analyze the any differences in principles from the varying population groups.

Research Instruments

Interview Guide

 Face to face interviews were carried out to crosscheck the responses from the questionnaires. The interview questions (Appendix 4) were planned to enable more specific answers and to get more details about teachers' beliefs and involvement in what they were doing. It was the richest source in establishing why the teachers used the textbook in a particular manner. Interviewees were selected on the basis of subject and class specialization. They consisted of Senior One to Three teachers and some few other teachers willing to give their contribution.

Observation Guide

This was used after arrangements with the teacher to enable me observe class sessions to establish whether the teachers were truthful in their previous answers and, to see what was actually done in the classroom. The researcher observed lessons as they appeared on the timetable not specially planned for the sake of the study to avoid disruption in the school program and to get the teachers in their natural setting. The observation guide (Appendix 3) was made in such a way as to follow every activity in the classroom minute by minute. The classroom observations were conducted with 20 teachers 14 of whom were USTs and 06 RSTs.

Proficiency Tests for English Language teachers (Precursor for English language teachers)

This was administered to the teachers of English in order to establish whether the teachers were competent in the language they were teaching. This test was given with the intention of assessing teacher knowledge, attainment, or aptitude in English language in a standardized manner across different schools. It was meant to determine whether the teachers' proficiency in English was up to the standard expected of the English language teacher. In order not to alienate the teachers, the proficiency test was given to only those teachers who were willing to take it. The researcher explained to the teachers that it was a simple and enjoyable exercise and that their names would not appear on the tests.

The proficiency test (Appendix 5) was adapted from the Integrated English language textbook book 1 used to teach English in senior one because, S1 was the base class used in the research. The reasoning was the teacher had to know at least the basic information of the basic class in secondary education to qualify as being proficient enough in the language they taught. Its name was changed to a precursor because teachers feared to be given tests as per findings

from the pilot study where the teachers responded coldly as soon as they read the word test on the first page). It also acted as an ice breaker to begin communicating with teachers regarding their choice of principles.

Teachers' Questionnaires

This questionnaire (Appendix 1) was designed to solicit information from the teachers on the principles they use in selecting methodology adopted in their classrooms and why those particular ones. It sought to find out how the teachers came to acquire those principles that they use in their classrooms, whether they were a result of going through the teacher training institutions or acquired out of personal experience and from which situations. This questionnaire was a very invaluable source of data. Through questionnaires teachers' training history, classroom experience and principles were obtained. In cases where some teachers were untruthful in their answers on the interview, the questionnaires served as checks because they were the same questions just phrased in a different way which helped the researcher sift out the lies and truths.

Students' Questionnaire

This questionnaire (Appendix 2) was designed to solicit information on the students' attitude towards methods used by their teachers whether they liked the way they were taught by their teacher. It was also used to evaluate the activities the teacher involved the students into and to crosscheck the teachers' earlier responses. In this way it acted as a counter check on the teachers' questionnaire.

Research procedure and Methodology

A letter of introduction to the head teachers in the various schools was obtained from the Department of Language and literature, School of Education. An interview schedule was constructed and the purposive selection of respondents was done. Only willing participants were included in the study and confidentiality of the respondents and responses was enforced and it is the reason why the respondents and their schools are referred to by pseudo names and titles (see figure 4).

In depth interviews were conducted in phases with each of these teachers each lasting for a maximum of 30 minutes. These in-depth interviews were only conducted after obtaining personal information from the teacher using a teachers' questionnaire designed specifically for the purpose of providing information and as a tool for crosschecking for consistency during data analysis. Interviewees were asked about the source of the principles they use and the reasons why they chose those particular principles. They were asked questions related to the research questions and objectives that is, what the strengths of the principles the teachers chose were and what the effects of those principles were on their students' performance. After the interviews, observation sessions were conducted during the lessons to assess teacher competence, student participation and methods the teachers used to teach and their effect on the student performance. Questionnaires were also given to students to assess whether the information got from the other tools was consistent with the students' opinion of the methods that facilitated learning to take place.

Reliability and Validity of Instruments

Pilot studies were conducted a month before the actual data collection exercise to cross check the effectiveness of the instruments. Instruments were then amended basing on the findings from the pilot study. This improved on getting comparable measured responses from different teachers (internal validity) and also ensured that the case was a good representation of the many teachers central Uganda (reliability).

Measurement

The three dependent variables namely principles, methods and performance were captured by asking respondents how principles have affected their choice of methodology and how it has in turn affected student performance . Freeman, (1998) in his hermeneutic research paradigm observes that the teachers' thought patterns ('principles') will come out in the way he expresses himself and it in turn will affect the students' performance. That is why the three variables were measured in terms of their effect on each other.

Data Management

After receiving consent from the teachers observations were conducted on numerous occasions and these were summarized in forms of frequencies that the particular teacher had used the particular method. After 5 consistent observation sessions for each teacher this information was summarized into matrixes and conclusions drawn as to what principles that particular teacher actually applies during his/ her teaching sessions. In addition lesson plans were analyzed and so were curricula, schemes of work and other related materials written for out of class purposes which the teachers availed. All data collected from teachers' questionnaires, students' questionnaires, interview guides and observation guides were

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summarized into matrixes which were analyzed to make conclusions on the main principles that run through the various instruments.

Data Processing and Analysis

The process of data analysis consisted of first processing data into codes for the various principles obtained from classroom observations, interviews with the teachers, and the various questionnaires and these were placed into broad themes. This enabled the qualitative data responses obtained in the field to be qualitatively analysed.

The second level of data processing involved identifying major themes within the observation notes, interviews, and questionnaire responses, examples of comments related to major themes were noted to enable faster reference. This was accomplished by employing qualitative analysis techniques of developing cross case matrixes and content analysis.

In data processing the data obtained is described utilizing cross-case analysis methods to deepen understanding and explanation (Miles and Huberman, 1994). Multiple cases also help the researcher to find negative cases to strengthen the theory built through examination of similarities and differences across cases which was the case in this study. Types/families were formed and teachers were placed in 2 groups of urban and RSTs. Case ordered meta-matrixes were used to fit in the data for the 20 cases that were under study.

Also effect matrixes were used to show the effect of the teachers' principles on performance. According to Miles and Huberman (1994) an effect matrix displays data on one or more outcomes (utilized to display the effect of teachers' principles on student performance in

both urban and RSs). Descriptive case analysis was used to understand why the teachers were opting for particular methods. Data was analyzed which was not time sensitive like lesson plans, curricula, schemes of work, UCE results and other related materials written for out of class purposes like tours and field trips. This was advantageous in the sense that this data is less susceptible to the relation between time and action and thus can provide a broader background and context from the teacher's cognitive activity. Interpretative analysis was used for verification of the data gathered. Information obtained from questionnaires was cross-checked, reinforced and verified through face- to-face interviews. This information was used to interpret and explain information obtained through discussion and classroom observation of the teaching sessions for three consecutive school terms. Thus, one source of data gathered reinforced another to establish consistency.

Data was collected using qualitative methods which employed the following analysis tools: - identification of themes, coding of catalogues and assembling them and, descriptive research design in order to draw conclusions and document analysis of what was taught in the teacher training programs.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter provides and discusses the findings regarding the variables in my study carried out in the selected sample schools. This chapter presents what this study considers to be the most effective and recommended principles in teaching English language as a foreign language. The "Communicative" theory of appropriate principles is a result of an examination and analysis of the communicative approach in relation to Uganda's secondary school situation. The theories examined included Gurrey (1962), Otto (1997), Broughton (1981), and Freeman (1996). The "Communicative" theory is an amalgamation of selected principles from Freeman (1996) and Gurrey (1962)'s theories because they were conducive to teaching English language in Uganda. The "Communicative" theory after a successful pilot study was applied as the theory for examining the effect of appropriate principles on teacher and student performance.

In relation to the appropriate teaching methods, this chapter discusses the teachers' principles currently in use and how they affect the teachers' choice of teaching methods. These are the principles which the teachers trusted, felt were effective and were comfortable with and, applied consciously or subconsciously to select teaching methods. In this section we will see the relationship between principles and methods.

A. RECCOMENDED PRINCIPLES AND THEIR EFFECT ON SELECTION OF TEACHING METHODS

"Communicative" theory and Recommended Principles

This section deals with the recommended principles in the "Communicative " theory of recommended principles which draws from both Freeman (1996) and Gurrey (1962) theories with the aim of setting a standard of principles to be used. This theory states that every principle that a teacher opts to use will, determine what method the teacher will use and in turn it will affects the students' performance. The recommended principles include among others:

4.1.1 Principle of Use of Suitable Amount of Content

The first principle recommended in the "Communicative" theory is the choice of suitable content. Once content that is suitable to a particular age group is identified and the students are given opportunity to use the content in a conducive environment then learning will take place. At O Level suitable content includes verbs, nouns, tenses, comparatives, question tags, comprehension and composition writing. The method the teacher at secondary level uses should serve as a vehicle for suitable content. It should be a method which enhances the right amount of content and instructions. Using this principle the learning of a foreign language is done via content-based instructional methods (Freeman, 1996). Because people learn language as they use it, it is logical to have them learn English as they study meaningful content, rather than to have them study the English language as a separate subject apart from meaningful content.

The principle of teaching language through suitable content says that students and people in general learn language through using it, speaking words which are at their level Gurrey

(1962). In the questionnaire the teachers were asked what textbooks they use and why and a number of responses were received ranging from the textbooks being the only ones available, to being easy to use, to, the choice of textbook having the content that the teacher wanted to use with his/her class. When a review was made of the teachers who just used any textbook it was found that these were the teachers who did not consider the principle of suitable content and taught even though they were using examples foreign to the students' experiences. In the responses to the interview guide, the teachers who had thought about the reason why they taught in a particular manner using a particular method were conscious of the content they taught and this had affected the method they used to teach. While conducting the interview 4 of the US and 2 of the RSTs mentioned that suitable content includes topics which are related to the students' world, things which they can easily associate with. Among the examples of unsuitable content were stories which talk about blushing when describing emotions because most are dark skinned and they don't blush when embarrassed or angry.

During classroom observations of the teachers who applied this principle, the teachers first assessed the students' ability to understand a topic by asking leading questions to gauge the response of the students. The students' response determined how much of the topic the teacher would teach in a given lesson. There were some 3 teachers who would altogether change the content once they noticed that it does not make sense to the students. 2 US and 1 RSTs changed passages and poems to those which were closer to the students' experiences. They employed the method of moving from the known to the unknown. The teachers who believed in this principle still taught starting with the tenses, verbs which the students knew and slowly introduced new ones by writing them on the blackboard. Needless to say, these

teachers were rewarded with good grades at UCE as is shown later in this chapter regardless of whether they were RS or US.

Therefore, basing on the results obtained from the teachers who used this principle through questionnaires, interviews, observations and reading the textbooks, the researcher was able to assess that the principle of suitable content is one of the key factors to teaching English if we want to see the standards on English in our nation rise.

4.1.2   Principle of Teacher's Purpose and Aim

The second principle recommended in "Communicative" theory is that teachers should have a purpose and aim as the source and sustaining impulse for their expression. The aim and purpose determines what the teacher will do because he has a target to accomplish. The teacher should have an aim why he/she is teaching a particular topic and this aim will determine the language he communicates in. If the aim is to teach question tags the teacher will select sentences, which form questions so the students are led to answer appropriately (Gurrey, 1962).   When the aim of the teacher is to make his/her students pass UCE then they will only teach the written form and there will be very limited usage of all the four language modes as was evidenced in some schools visited. All 20 teachers responded in both the questionnaire and the interview that their methods were very effective because the students passed the exercises that they were given at the end of the lesson. The students' ability to pass the exercises was proof to the teacher that their methods had been effective. The purpose for these teachers was to make the students pass   the written work and gauged their effectiveness on the performance of their students (The Sunday Vision, 2002, March 31).

According to the responses of all 20 teachers on the interviews from both urban and RSTs there was a consensus that it was good to have a purpose and they told the students what the purpose for the verb or tense was so that the students would know the importance of what they are learning. The responses to the teachers' questionnaire were in agreement regarding the need for a clearly focused aim that gives direction and certainty as well as a criterion for the selection of words. One teacher in the interview put it this way,

"You should know what you want your students to have learnt at the end of the lesson".

Using a clearly focused aim is the only way a teacher can know whether they have been effective when the aim they entered class with has been achieved and to what degree. During the classroom observations, the teachers who had clear aims and purposes knew where they wanted the lesson to go and they directed their class there. In some classes where the observer was denied entry and they had to peep through windows, most of those teachers grabbed their textbooks and went to class with no preparation and during the lesson these teachers jumped from one topic to another to pass time. This observation showed that it was very important to have a clear aim and purpose for the teacher if he was to teach effectively.

A clearly focused aim and purpose determines acts as the rudder which guides the teacher on what should be included and excluded from the lesson in order to achieve the aim that the teacher had set before the lesson (Otto, 1997). The aim and purpose determines the method to be used because they work as the basis for selecting a suitable method. If the aim is to teach speaking, writing and reading, then the method will be interactive enough to involve the students in all these aspects and their performance will be gauged on how well they perform

those tasks. For the teachers who had clear aims and purposes, they were rewarded with seeing their students achieve the goals the teachers set each lesson.

4.1.3   Principle of Four Language Modes

The principle of four language modes states that each lesson should include speaking, listening, reading and writing (Freeman, 1998). This principle deals with the development of all the different language skills that is speaking, listening, reading and written proficiency. This principle encourages the students to have opportunities to read and write from the beginning as they learn a new language in order to reach academic competence as well as communicative competence.

From the interviews conducted, the population of teachers who preferred the communicative approach to teaching emphasized the need to give the students a chance to practice the language in order to achieve a mastery of it. The teachers who used this principle gave the students as many exercises as possible both spoken and written to enable them to master whichever topic was to be covered. Some teacher went as far as considering the extent of individual differences in the class (Otto, 1997), whether some or all students are bright or some are very slow so that, the slow ones are not left behind and also avoid making the bright and quick bored by repetitions.

The USTs who followed the principle of teaching language through the four modes used films about certain subjects and texts to improve their personal language skill by listening to the dialogue in the movies. They had books that ranged from fiction to factual, plain and poetic, drama and novels and they read as widely as possible in order to be knowledgeable and

to help the students whenever consulted. In the RSs visited, they did not have access to these 'luxuries' and in some RSs they did not even have electricity due to non payment of electricity bills, they had been disconnected for so long they did not remember the last time they had had electricity. Among the questions in the questionnaire was one which asked the teachers what their lesson comprised of and one of the objectives was the four language modes. This question was given to establish whether there were teachers who used the principle of four language modes. According to the responses got there were 4 USTs and 2 RSTs who applied the principle of the four language modes. During classroom observation sessions of the teachers who applied the four language modes the students were given an opportunity to fully participate in the lessons. There were no students who slept in these lessons and even the sick attended the lessons and the teachers were very popular even among the other students not taught by them.

The 2RST and 4UST who believed in the principle of incorporating all four modes in order for learning to take place encouraged a lot of student participation during their lessons. The teacher would ask questions and the students would respond with the answers and at other times the students would ask the teacher questions and the teachers would explain. For each topic that these teachers taught there were sections where the students were involved in speaking, writing, listening and reading. This made their classes lively because the students were actively involved in the learning process. However these teachers were the minority among the teachers that were observed in both USs and RSs.

The majority of the teachers observed out of the 20 teachers 6 in RSs and 14 in USTs, only 2 rural and 4 USTs incorporate the four modes in every lesson. Among the teachers who did not practice the four language modes, they did most of the talking and the students answering

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the questions in their exercise books. In some schools students were to be seen and not heard and they remained silent throughout the entire lesson and the teacher did all the talking.

Most of the students in the USs had a good command of the English language and this made them willing to participate in the lessons. RS students in the schools where the teacher practiced the four modes also got involved in the lesson even though they had limited ability in English language proficiency. Because of the encouragement of these teachers some students would put up their hands and when chosen to speak would do code mixing from English to vernacular while others would speak in broken English. These observations showed the importance of students exercising the four modes speaking, hearing, listening and writing in as far as it improved the skills of the students and also boosted their self worth. The responses from the students' questionnaire showed that all the students who were given an opportunity to experience it enjoyed practicing all the four language modes.

4.1.4   Principle of Faith in the students' potential

The fourth principle is that the teachers before they go to class they should believe that the students they are going to teach are able to learn (Otto, 1997). The students in turn are motivated when they see that someone believes in them, in their ability to understand and to perform well in given tasks. Freeman (1996) on learner-centeredness points out that since the lesson is for the benefit of the students then it should be LC instead of being teacher centered. In relation to LC principle is the need for the teacher to have faith in the learner because as a teacher you cannot fix your attention on the learners if you don't believe in their ability (Gillian,

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1981). The teachers who put to use the principle of making the lessons LC provided a lot of reading material to their students. One particular teacher in a RS who applied this principle went to the extent of forming groups and assigning them textbooks (dividing 10 textbooks among 80 students who were always required to read a given story and then answer the questions that followed in their exercise books. The group chose one student to read aloud while the rest listened and then if they understood the passage they answered the questions immediately. If they didn't understand the passage which was often the case, the group read the story again.

During observation sessions it was noted that one student read aloud while the rest listened and those close to the one reading kept their eyes on the text and corrected pronunciation errors to their classmate as they went along. This was good because it became an enjoyable learning experience for the groups where they got an opportunity to practice their reading skill and also learn from each other pronunciation. Five of the USTs applied the principle of LC teaching and their lessons were tailored to topics students enjoyed making their lessons lively. Unfortunately the biggest number 14 out of 20 teachers of the teachers who were observed did not apply this principle instead their lessons were TC and the students had to adjust to what the teacher wanted.

According to the interviews conducted, students appreciated the 6 teachers who applied student centred methods and used more than 2 principles in selecting teaching methods. The researcher observed students appreciating the 6 teachers with 'thank you' after the lessons and she saw the smiles of contentment on the faces of those teachers. Some teachers mentioned that the choice of suitable teaching method depended on the nature of the students and their level of maturity. The teachers responded that when the students were very

active then the teacher would have to use a lot of activity to keep them from getting bored. But if they were dull especially the rural students who get to class tired from working at home and walking long distances, then the teachers would have to explain and dwell on the same topic for a long time.

Through observation, the students in the classes taught by the 14 teacher who used TCM were eager to see the teacher leave the classroom so they could relax. The teachers' failure to apply suitable principles had the effect of making students tense around the teacher resulting into inability to understand fully what was being taught. In most USs where the students had enough textbooks they read ahead so that when the teacher is taught they just followed along. During observation session it was noted that the students would put on an appearance of having understood when they hadn't and when the teacher would ask any of them to explain what had been taught they would suddenly feel trapped. The students were reluctant to do their homework and behaved like they had all the time in the world to do the work and saw no need to hurry, they lacked motivation and interest.

Learner centred lessons are important if the students are to learn a language unless the teacher comes to their level they cannot go up to the level of the teacher because they already feel like failures. This is why it is important for the teacher to believe in the students regardless of what kind of background they come out of. (Gurrey, 1962)

4.1.5   Principle of Creating Interest for Learners in the Language

The principle of interest providing attention and staying power as learning takes place in social interaction. This principle states that the teacher should create an interesting atmosphere in

class in order to make the students attentive and stay focused on the lesson being taught (Gurrey, 1962). The aim with this principle is to make the students internalize the topic being taught because something you enjoy you are more likely to remember thus the need for the teacher to make the lesson interesting.

During classroom observation sessions, the 4 USTs and 2RSTs used particular methods repeatedly in order to get the students to participate in the lesson by answering questions and discussing amongst themselves. These 6 teachers maintained the interest of the students by applying the principle of interest. Students applied the idea/ concept they had been taught immediately much to the pleasure and satisfaction of the teacher (Otto, 1997). Those teachers who taught using the principle of interest used life applications of new topics which made it easy for the students to apply. In one particular class the researcher observed that after a lesson on question tags students immediately started using question tags in their conversations amongst themselves. The teacher listened and corrected them where they had error much to the students' amusement who saw it as something to try out because the teacher had created a relaxed atmosphere where they were free to express themselves without fear of being laughed at or ridiculed.

4 UST who used interest to capture the students' attention left the students satisfied with what had been taught and they were eager to do the homework at the end of each lesson. In some cases the students began on the assignment even before the teacher left the classroom. During observation sessions, these 4 UT gave the students oral exercises first and then gave them written exercises (Freeman, 1996). The UTs then went around marking and the students enthusiastically called out that they had finished and wanted the teacher to mark their work. They had completed the exercise in just a matter of minutes. Even the 2 RST who

applied the principle of interest had the same response from the students most of them did the work in the presence of the RTs so that they can mark them before they leave.

Among the ways the teachers developed interest in the students was basing on the experiences the students had experienced (Gurrey, 1962). This is also called teaching from known to the unknown and most teachers both US and RT began the term asking students to write compositions about 'My last holiday.' The 4 UT and 2 RT who used this principle always asked the students about the day, home or hostel in order to establish a connection into the new material to be taught. According to their responses to the interview all 6 believed that happy, relaxed students learn better. They endeavoured each lesson bring a joke to lighten up the class and this kept the students awake and attentive waiting for the next joke and in so doing learnt what was taught that day.

Among the teachers observed in USs, there were some teachers who used this principle and they made the students repeat the sentence with different variations until they were sure they had learnt that rule ("Communicative theory"). In the RSs there were 2 teachers one who applied this principle most of the time in her lesson while the other used it from time to time. According to the observations made among the students in every class this principle was applied was a keen interest in the lesson and an air of expectancy to practically put to use what they were taught. According to the responses from the questionnaire, all UT and RT responded that learning should be important to the students that you are going to teach and if they are to be attentive.

In the case where the students do not consider learning to be important then the teacher would have to go extra miles to encourage the students and pull them out of

nonchalance and self-destructive thinking of "I don't care". All the 20 teachers who participated in the research responded that regardless of how good the teacher was, students also had to be interested in learning the language in order for effective teaching and learning to take place. This is also in line with the principle of student interest advanced by Gurrey (1961).

Teachers' Principles in Relation to Choice of Teaching Methods

In the forthcoming paragraphs the principles teachers actually used to select methods for teaching English are interpreted as per tables below and a summary presented in Appendix 9. The teacher being a social being could not be examined in isolation so students and lecturers had to be involved in the study for triangulation purposes. Diverse instruments were used to establish the principles and methods the teachers used among which were questionnaires, interview guides, notes and observation guides. Through observation sessions conducted during the lessons the observed principles were compared with those mentioned on the questionnaire for reliability. The classroom observations were conducted with 20 teachers 14 of whom were USTs and 6 RSTs who were willing to have observations conducted during lesson times to assess the teacher's principles and their impact on students' performance. The observer went to the staff room and listened to the teachers' conversation and to the library and checked the English language section to see how many English textbooks the school had in stock. The principles and methods observed included those discussed below.

4.2.1 Principle of Ease and Grammar Translation

	YES	NO	TOTAL
UST	10	4	14
%	71.4%	28.6%	100%
RST	4	2	6
%	66.7%	33.3%	100%
Average %	69.1%	30.9%	100%

Table 1. Principle of Ease

Referring to table 1, 10 out of 14 UST and 4 out of 6RST which is 14 out of 20 representing 69% of the teachers who used the principle of ease where they chose methods depending on how easy they were to use (Gurrey, 1959). This shows that a larger percentage of teachers used the principle of ease to select methods and that they preferred methods that were TC and did not stress the teacher. Through observation session it was noted, that these teachers instead of getting involved with their classes they gave the students comprehension exercises for reading and writing answers in their books as the major focus. Speaking and listening came in as secondary for the students because they were not the main emphasis for these teachers.

Using observations it was revealed that the teachers who sometimes taught using translation/explanations in the local languages were part of those who had declined to allow the researcher to conduct observations during their lessons. The method those who used the principle of ease preferred was grammar translation and they started their lessons by giving the grammar rules, then translated sentences and texts into and out of the target language. In most of the classes where direct translation from and to the local language was used had the effect of making the students reluctant to express themselves in English because they viewed it as a very difficult language that they could not speak. The sad part was that even teachers of

other tribes translated into the local language of the area they were teaching in just because they thought it was easy for them to make the students understand.

The teachers who preferred the principle of ease where the ones who responded on the teachers' questionnaire that they opted for methods they were confident with.   These teachers through their responses to the questionnaire were confident when they were in charge and had everything under control and this they could only do by using teacher centred methods. Most of the time the students marked each other's books and only collected the books once in awhile for the teacher to look at the work the students had done.

The teachers who applied the principle of ease both UST and RST according to their responses in the interviews, valued simplicity in the content and passages were chosen according to how simple they were. They did not appreciate passages that were too complicated that the students would find difficulty in understanding and these were always skipped even in the textbook. They tried as much as was possible to avoid complicated passages and vocabulary or poetry because these discouraged the students from the subject when they perceived it to be difficult. These teachers in response to the interviews most of the time chose interesting and simple exercises which they used in their lessons that students found interesting and remembered for a long time afterwards.

According to the interviews conducted among teachers who used the principle of ease, they had a dislike for the Integrated English textbook because it required so much from the teacher each lesson. The Integrated English textbook uses the communicative approach which requires the teacher to engage the students in all the 4 language modes that is speaking, writing, reading and listening [Nsibambi, 1992]. The 8 USTs and 4 RSTs did not want the burden

of teaching all four modes but preferred to teach writing and reading quietly and that was part of the reason why they adhered to the principle of ease. The 8 USTs had more than enough copies of Integrated English left them on the shelves unutilized. According to a physical check 2 of the 4 RSTs had received donations of Integrated English textbooks but they found these texts cumbersome because they required a lot of interaction between the teacher and the student yet the time for the lesson was limited.

4.2.2   Principle of teacher's Experience in relation to style, manner

	YES	NO	TOTAL
UST	14	0	14
%	100%	0	100%
RST	6	0	6
%	100%	0	100%
Average %	100%	0	100%

Table 2. Principle of Teachers' Experience in relation to style and manner

Referring to table 2 above, all 14 UST and all 6RST which is 20 out of 20 representing 100% of the teachers used the principle of their past experiences to select methods. The 100% average above shows the importance of the principle of teachers' experience in affecting their selection of methods. This is in agreement with Gurrey (1962) who suggests that, a teacher can only express himself confidently using a method that he has experience in. Looking at the responses to the teachers' questionnaire, the teachers in the USs were mostly experienced teachers with very few who were new in the field. The majority of teachers had been teaching for over 7

years and most had been in the same school for over 5 years. There was a reverse trend among the RSs which were visited in terms of teaching experience of the teachers. Most of the teaching staff in the RSs had less than 2 years experience in teaching and the least number of long serving teachers. The teachers who had taught for many years felt that they knew which method worked best and were unwilling to change from what their previous experience had shown them. The teachers who did not have many years of service were willing to listen to the probability of changing the principles they used to select methods.

One of the questions in the teachers' questionnaire was in relation to how long the teacher had taught that is the teacher's experience in the profession. This was to check whether indeed the number of years a teacher had taught had any effect on whether the teacher uses good principles. According to the responses got the teachers whose attitude was already biased were bent on using inappropriate principles because they felt that student centered lessons would interfere with their previously agreed upon principles in their minds. They had mental attitudes which were difficult to change and they had a standard response of "this is how we have always taught and there is no reason why we should change" even after laboring to explain to them the benefits the students get from LC principles.

Some USTs depended on the experience of the response obtained from students during and after the lesson [Freeman, 1996). In the cases where the students participated actively then the teachers were motivated to use that method over and over again. The teachers who were using student-centered approaches selected methods depending on how well the students liked the method. These teachers' classes were lively because the teacher's aim was to make the students enjoy the lesson. Most RSTs did not consider student response to be an

important determinant of selection of a teaching method and according to their interview responses, the students were too many to for the teacher to use learner-centered methods.

4.2.3 Principle of Aim And Purpose

	YES	NO	TOTAL
UST	14	0	14
%	100%	0	100%
RST	6	0	6
%	100%	0	100%
Average %	100%	0	100%

Table 3. Principle of Aim and Purpose

Referring to table 3 above, all 14 UST and all 6RST which is 20 out of 20 representing 100% of the teachers used the principle of aim and purpose to select methods. The 100% average above shows the importance of the principle of teachers' aim and purpose and how it affects selection of methods even though they had differing aims and purposes as discussed below. In the case of both US and RSTs it depended on the aim and purpose, the long term goal of excelling in examinations. This principle is in line with Gurrey (1962) and the "Communicative'' theory of recommended principles which emphasize a clearly focused aim and purpose. In the case of difficult ideas then the teacher will use more explanation and examples to make it easily understood. Both categories of teachers that is, US and RSTs first looked at what they were going to teach if it was complicated then they used methods that were student centered and encouraged much oral and written practice so that the students could firmly grasp what was taught. However the RSTs had a problem of student inability to

speak English which complicated the teacher's work causing them to teach from the basics of primary school.

The teachers whose aim and purpose was to make students pass exams taught to make the students pass their final examination. This was the most common response to this question from a cross-section of both urban and RSTs who admitted that their overriding aim in teaching was to enable their students pass examinations. These teachers comprised of 8 out of 14 USTs and 4 out of 6 RSTs and they taught according to past papers and concentrated on student ability to answer examination questions favourably. The sad thing about emphasis on examination is that the students sat for final examinations with some of their skills under developed. According to the Sunday Vision 31st March 2002

The appearance of English on the decline slide is not surprising. Although able to list the main points in an essay, many students fail to support them because they lack the art of communication, which basically amounts to a language problem.

4.2.4   Principle of Student Enjoyment and Ability

	YES	DK1	DK2	NO	TOTAL
UST	4	0	4	6	14
%	28.6%	0	28.6%	42.8%	100%
RST	2	0	0	4	6
%	33.3%	0	0	66.6%	100%
Average %	30.9%	0	14.3%	54.7%	100%

Table 4. Principle of Student Enjoyment and Ability

Referring to table 4 above, 4 out of 14 UST and 2 out of 6RST which is 6 out of 20 representing 30% of the total number of teachers used the principle of student enjoyment and ability to choose methods. This shows that a small percentage of teachers put into consideration student enjoyment and ability and sought LCM. The larger percentage of

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teachers did not regard student enjoyment and ability meaning that they used TCM. 2RSTs and 4USTs were in agreement with Gurrey (1962) that their choice of teaching method should depend on student enjoyment and understanding of the topic to be taught in order to be effective. The teachers said that in the case where the topic was difficult and the very new to the students the teachers used elaborate methods while if what they were teaching was common to the students they adjusted and used summary form methods. The 6 teachers in response to the questionnaire would let the whole class participate because the students enjoyed question tags a lot and on topics students found boring like summary writing there was not much interaction with the teacher as the students concentrated on their textbooks more and writing in their books. 4 out of 6 RSTs taught to complete the required topics with not much regard to student enjoyment because of the volume of work they had to deal with being few from S1 to S4, the many books for marking and big numbers of students in each class.

In response to the questionnaire and interview RT and UTs determined the best content material by assessing the material's applicability to the situation. That is, it depended on the situation and how the idea/concept to be taught could be integrated into the students' current situation. Most of the teachers who responded considered this to be one of the most important principles they based upon to determine what content to teach. The teachers depended on what was in vogue at the time of the lesson and what was of interest to the students especially in relation to the topic. The teachers incorporated into their lessons what was in vogue that year/term was in order to help students express themselves in day to day life situations amongst their peers in English making English language applicable to the students' current situation.

The 6 teachers (Table 4) who applied this principle assessed student ability by giving them simple exercises related to the topic. These teachers determined the content material by first giving the students some exercises related to the topic and evaluated their ability to understand depending on how well they answered the questions. If the students reacted to the topic agreeably it showed the teacher that they would be able to understand what he/she was going to teach. And if the students seemed totally lost the teacher had to rearrange the topic in a meaningful way to the students. The teachers said they selected content depending on the students' mental abilities to handle various kinds of material. In classes with bright students abstracts were taught and the students understood them well while in classes of weak students the teacher would have to choose simple easily understood content in order to communicate with his/her students. In USs with bright students the teachers taught everything in the textbook including topics about subjects like technology and astronomy while in RSs with academically challenged students the teachers left out some details especially in the case of comprehension exercises.

The 6 teachers were popular partly because they based their choice of methodology on the method that students enjoyed most and they said that it made their work easy when the students were enthusiastic about the lesson. This was mainly in USs with bright students who appreciated learning. The teachers from both urban and RSs depended on the number of students in the class to be taught; the teachers considered class size while selecting a teaching method so that the students understand. The teachers said that in the large classes it was difficult to select a method which involved a lot of activity because then the students became unruly and simply played.

4.2.5 The principle of Four language modes

	YES	DK1	DK2	NO	TOTAL
UST	4	5	5	0	14
%	28.6%	35.7%	35.7%	0	100%
RST	2	03	01	0	6
%	33.3%	50%	16.6%	0	100%
Average %	30.9%	42.8%	26.2%	0	100%

Table 5. Principle of Four Language Modes

Referring to table 5 above, 4 out of 14 UST and 2 out of 6RST which is 6 out of 20 representing 30% of the total number of teachers used the principle of four language modes to choose methods. This shows that a small percentage of teachers put into consideration the need for students to practice all four modes. The larger percentage of teachers 70% considered only the modes they knew would be examined and yet students learn better when they use all four modes to practice what they are taught. This principle was adapted from Freeman (1996) and included in the "Communicative" theory because of its effectiveness in aiding the learning process. The 4 USTs in response to the questionnaire indicated that they used reading, writing, listening and communication for practice and taught using demonstration, objects, pictures and association of ideas which are classified as both communicative approach and direct methods. The 4 out of 6 RSTs indicated that they used mainly reading and writing, and translating into local language sometimes to explain which borders on grammar translation or traditional method. This was the response especially in schools with large numbers of students who did not understand English well and could not follow through a lesson in English. During the research an S2 student was asked to direct the researcher to the staff room in English and her response was,

''Nze simanyi Luzungu'' meaning ''I don't know English''

Students like the one who responded above made up almost half of the RS classes. Most of the teachers in RSs used methods where they could interpret for the students in vernacular so the students understand what the teacher was saying because most students joined secondary school when they could not express themselves speak or write comprehensible sentences in English. According to what was observed in the RSs which participated in the study, the good grades that came out of the RSs were a product of the few teachers who taught using all the four skills.

Using observations in USs only 4 USTs used the principle of the four language modes. They encouraged the students to speak, read aloud, listen to the teacher reading or a radio sometimes and then they did the exercises in their books. The teachers using this method would begin with a discussion on any given topic that required the students to think and respond. Through this method the students would share what they think are the right answers and the teacher through discussion with them guides them to the correct answers. Role-play was also a favorite especially with USTs. Among the RSs there were 2RTSs who were very passionate for the education of their students and they went to great lengths to ensure that their students learn English. In observation sessions these teachers used materials from the natural setting around the school and sometimes newspapers and sweets to motivate the students to try speaking English ("Communicative" theory). In the 1 year of classroom observations by the end of the year most of the class was speaking English even those students who had been very shy earlier in order to win the treat the teacher had carried that day.

The teachers who applied the principle of including all four modes that is speaking, listening, writing and reading in teaching used the communicative approach to teaching. Among the teachers who were observed during the lessons very few used this method. But

those few who used the method had the liveliest classes and their students were into the lesson and they felt bad when they missed a class or their teacher couldn't make it. Looking at performance from the classes taught by such teachers, the students generally performed better and were more confident in speaking English.

4.2.6 The principle of practice for mastery

	YES	DK1	DK2	NO	TOTAL
UST	9	1	4	0	14
%	64.3%	7.1%	28.6%	0	100%
RST	3	2	01	0	6
%	50%	33.3%	16.6%	0	100%
Average %	57.2%	20.2%	22.6%	0	100%

Table 6. Principle of Practice for Mastery

Referring to table 6 above, 9 out of 14 UST and 3 out of 6RST which is 12 out of 20 representing 57% of the total number of teachers used the principle of practice for mastery to choose methods. This shows that a larger percentage of teachers put into consideration the need for students to practice for mastery. The principle of practice for mastery by Gurrey (1962) encourages role-play, discussions, and oral practice. According to the responses to the teachers' questionnaire most of the teachers who had taught for 5 years or more preferred the discussion method and applied this principle. This was where the teacher introduced a topic and then engaged the students in a discussion or an observation exercise. The students participated in the lesson through taking roles in the text that was selected in a given lesson and they would be allocated characters to take on from the text. This made the lesson interesting as the students participated in the lesson. Some USTs preferred teacher explanation followed by oral practice then written practice by the students. According to the teachers the students understood and internalized better what they heard from the teacher, and then they

said it out of their own mouths and then wrote it in their books in form of exercises which the teacher then marked.

The teachers who practiced the principle of lessons being learner centred taught encouraging the students to express themselves in English. In a particular lesson the teacher used a football match that the students had played to teach reported speech. As a result her students even though most joined secondary school with pass 8 in English as their best grade, by S4 some would get credits and were able to express themselves better in English. In RSs where such teachers taught the students were confident enough to even speak broken English in public. Such teachers however were very few. The teachers in USs who did not use the learner-centred approach in spite of their many reading material ended with their students get grades as low as pass 8 in final exams looked at in the data collected through observations students from such classes were not fluent in English yet being in a USs they had opportunities to learn and speak with so many people around them.

4.2.7   The principle of learner-centred lessons

	YES	DK1	DK2	NO	TOTAL
UST	4	0	10	0	14
%	28.6%	0	71.4%	0	100%
RST	2	2	02	0	6

%	33.3%	33.3%	33.3%	0	100%
Average %	30.9%	16.6%	52.4%	0	100%

Table 7. Principle of Learner centered lesson

Referring to table 7 above, 4 out of 14 UST and 2 out of 6RST which is 6 out of 20 representing 30% of the total number of teachers used the principle of learner centered lessons to choose methods. This shows that a small percentage of teachers put into consideration the need for the lesson to be centered on the students in order for students to learn effectively. The larger percentage of teachers 70% used TCM which were to the teachers' benefit and not the students. The principle of learner-centred lessons expanding student potential advocates for methods that are student focused which 2RSTs and 4USTs applied this principle. According to the responses to the questionnaire, a good proportion of teachers both from rural and USs who were sincere enough to acknowledge that they never changed their methods, and in the observations conducted these methods were most of the time teacher centered. A few of the teachers said they changed their teaching methods depending on the mood they were in. During the interview sessions these teachers said that there were days they did not want to talk so they made the students do a lot of writing and then at a later date would go through with the students explaining where necessary. During observation session I witnessed this in some classes teachers using the discovery method where the teachers would give the students work to do on their own and later would mark together in class explaining as they went along. Some confident teachers like the one who had taught for 26 years felt no need to change their methods because they had learnt the exam techniques and were using them to make the students pass.

The principle of language to be taught through suitable content by Freeman (1996) when interviews were conducted the teachers responded that they did not like certain textbooks regardless of how good their content was. When asked by the researcher why they did not enjoy some books the teachers said it's because those particular textbooks had too many exercises and the teachers did not have that much time to go through all those exercises. The books mostly enjoyed by the large number of teachers were those that were TC yet the teachers earlier had said they preferred student-centered methods. There were some teachers who truly liked and practiced student centered methods and as a result liked the more activity filled books like Integrated English textbooks.   The teachers in RSs had very few teachers' textbooks only and in some schools not even these teacher's reference textbooks. In spite of this disadvantage the RSTs said they liked the few textbooks they had and hoped they could get more appropriate ones that were student centered. The RSTs taught content basing on the textbooks they could get material from to teach a whole class without the class looking at a textbook since they did not have books to give to the entire class. On observation some of the RSs had got a few copies of Integrated English and even though they were few still most teachers avoided them.

The teachers while responding to the questionnaire on the problems they face was a problem of unforeseen student behavioural problems like when students begin to misbehave during small group discussions then the teacher has to move away from using that method. School like any other place has a variety of students with different temperaments there are those who are naughty and those who are quiet. The naughty always end up being hyperactive and these make classroom control difficult especially when the classes were very big. Some teachers said that at times students failed to respond to discovery methods taught in

communicative approach. Some students who were used to being spoon fed when told to discuss in small groups and write their conclusions were unable to do the given assignment.

In defense of the methods the teachers used to teach, both UST and RSTs expressed their dissatisfaction on the over emphasis of the students' performance in the final examination. This meant that even if teachers wanted to teach other skills like speaking they felt discouraged because the examination is written and this leads them to over emphasize some skills over others. During the study I found this to be true because teachers' ability to teach was measured only in terms of how many points the students scored and this seemed unfair to both teacher and student who became victims of the system that over exalts the written examination. The class population was another factor advanced that determined method to be used in the class. If the class was too big some activities would be difficult to implement and in most cases the classes were too big. This forced the teachers to shout or to even become like policemen/women if they were to control the entire class. During the interviews in most RSs, the teachers expressed their concern over the overwhelmingly large number of students, the few benches with many students squeezed per bench making it difficult for the teacher to use student centred methods.

According to the teachers the number of books that were available for the class to use determined whether the teacher dwelt on the textbook or he/she made improvisations. When the books were enough then the teacher used the book frequently. In schools with no textbooks the teacher had to choose a method that would not require textbook usage.

4.2.8   The Principle of level and nature of students

	YES	NO	TOTAL
UST	14	0	14
%	100%	0	100%
RST	6	0	6
%	100%	0	100%
Average %	100%	0	100%

Table 8. Principle of Level and Nature of Students

Referring to table 8 above, all 14 UST and all 6RST which is 20 out of 20 representing 100% of the teachers used the principle of the level and nature of students to select methods. The 100% average above shows how all the teachers took serious the importance of the principle of considering the nature and level of students and its effect selection of methods. In classes where the students were bright the teacher didn't have to dwell on the same point for a long time like he would have to when the class was of slow learners. The teachers stated that the number of students in the class determined the method that the teacher used. If the students were many then the teacher would have to opt for teacher-centered methods and if the students were few than a lot more class participation was encouraged.

From the results collected from interviews, the level of the students played a big role in determining what method the teacher used to teach. S1 were recommended for easier content material than S4s. The teachers said that the S1 students should be taught easy to learn so that they are not discouraged and as they go into higher classes they are introduced to more complicated and abstract passages. This is also the way some English textbooks are structured. The first topics are easy and as they progress more complicated material is introduced.

The observations made regarding whether the teachers provided students with materials and media that are appropriate and challenging for their instructional levels are

discussed below. The 4 USTs who practiced most of Freeman's principles used a variety of materials from textbooks to nature in order to get their students interested in learning. The 2 RST who applied many of Freeman's principles divided her classes into groups so that they would each get a chance each week to read from the textbook. She had very few textbooks in most cases 9 textbooks for a class of about 80students. The 12 USTs who used principles which are teacher centred did not bother so much with many textbooks. In spite of their full libraries they most of the time if not always taught using Ogundipe's Practical English from the start of the year to the end. The 4 RSTs who taught using teacher centred principles did not bother with the few textbooks they had but they became the sole textbook for their classes. The students in this class would only see typed reading during examinations.

4.2.9 Principle of Relevance of Content to the Learners

	YES	DK1	DK2	NO	TOTAL
UST	8	0	6	0	14
%	57.1%	0	42.9%	0	100%
RST	3	0	03	0	6
%	50%	0	50%	0	100%
Average %	53.6%	0	47.7%	0	100%

Table 9. Principle of Relevance of Content to Learners

Referring to table 9 above, 8 out of 14 UST and 3 out of 6RST which is 11 out of 20 representing 53% of the total number of teachers used the principle of relevance of content to the learners to choose methods. This shows that a larger percentage of teachers put into consideration the need to select content that was relevant to learners because this made the students understand easier. The teachers said that they tried as much as possible to select content that was related to the students' day to day lives so they can be able to use the

language out on the compound and with their friends. Most teachers said that simplicity was

the basis that they used to select content not to select passages that are too complicated that

the students will not be able to make head or tail of what the passage is about. The teachers

said that they tried as much as was possible to avoid complicated passages and vocabulary or

poetry because these discourage the students from the subject when they perceive it to be

difficult. Most teachers who responded to the interviewed said that they most of the time

chose interesting and simple exercises that they used to teach in class so that the students

would not only be interested but they would remember for a long time afterwards.

Both sets of teachers USTs and RSTs who used the principle of teaching language

through content had some sort of content material which they used to conduct their lessons.

In some USs the teachers had materials like newspapers, story books, novels, plays which they

gave to the students to read. While in the RSs the teachers had to struggle to teach English

with one textbook (his own) like how other subjects like History are taught. The students in RSs

with teachers who practiced this principle were encouraged to apply what they had seen on

the compound into sentences and the teacher would correct the grammar. Most RSs did not

get a hands-on experience. This denied them meaningful content to refer to.

The teachers who endeavoured to alter what was in the textbooks to support students'

first languages and cultures had very good results. The students were able to understand and

relate that new words they had learnt to their situation in Africa and sometimes in the rural.

However the teachers who bothered were few. Most of the teachers in both urban and RSs

taught things as they appeared in the textbooks and left the students to figure out the

relationship to their setting. As a result in most of these classes the students viewed English as

another subject that had to be passed and not one to be enjoyed and applied in day to day situations.

4.2.10 Principle of faith in the learners

	YES	DK1	DK2	NO	TOTAL
UST	4	0	10	0	14
%	28.6%	0	71.4%	0	100%
RST	2	0	04	0	6
%	33.3%	0	66.6%	0	100%
Average %	30.9%	0	69%	0	100%

Table 10. Principle of Faith in Learners

Referring to table 10 above, 4 out of 14 UST and 2 out of 6RST which is 6 out of 20 representing 30.9% of the total number of teachers used the principle of faith in the learners to choose methods. This shows that a small percentage of teachers put into consideration the need to have and show faith in the learners which in turn encourages them to believe in themselves. The larger percentage of teachers 69% did not consider it as important to boost the students by demonstrating faith in their ability to perform well in the four modes yet this encourages even the shy to speak out. In both USs and RSs the students responded well when they perceived that the teacher believed in them this was especially observed in the 4UST and 2RST classes who applied this principle. The words that the teachers would say to the students during the lesson and I noted that the students were more confident around the teacher who speak encouraging words to them and made them feel that they can make it. This was evident to the extent that in the lessons of the RST who used communicative approach even the students who did not know English would put up their hands and gamble with the answer. She always encouraged them to speak and she seemed to have the time to wait for them to

construct the sentence and in all her classes she never allowed anyone to laugh at another for wrong pronunciation. The students liked this RST and they hanged around her even at the end of the lesson asking one thing or another unlike other teachers. The principle of faith in the learners was also observed in the USs.

There were some 4 RSTs who did not pay the students attention besides teach them and the students tended to fear them and were unusually quiet in their lessons and they shied away from answering questions and yet they knew the answers. This frustrated the teachers all the more and scared the students all the more and the teachers did most of the talking during the lesson and the students wrote the answers in their books for the teacher to mark.

4.2.11 The principle of learning taking place in a social interaction

	YES	DK1	DK2	NO	TOTAL
UST	4	0	10	0	14
%	28.6%	0	71.4%	0	100%
RST	2	0	04	0	6
%	33.3%	0	66.6%	0	100%
Average %	30.9%	0	69%	0	100%

Table 11. Learning through Social Interaction

Referring to table 11 above, 4 out of 14 UST and 2 out of 6RST which is 6 out of 20 representing 30.9% of the total number of teachers used the principle of learning through social interaction to choose methods. This shows that a small percentage of teachers put into

consideration the need to engage the students in social interactions to enable them practice what they have learnt. The principle of learning taking place in a social interaction was applied in the schools which had debate sessions (Gurrey, 1962, Whitehead 1966). These 4UST and 2 RST had lively English lessons and their students referred to the debate especially a few weeks before and after they took place. The students prepared by reading extensively, studying words and their meanings and practicing pronunciation of words that they ordinarily would not have bothered about. During the debates with higher classes the students would be at the edge of their seats following the debate with keen interest. After the debate they would repeat the words they learnt and ask the teacher to explain the meaning of those words. This spiced up those particular classes. I observed that in the schools where the classes did not have this kind of interaction that they students lacked confidence to express themselves in public because they lacked role models.

4UST and 2RST encouraged letter writing to pen pals, sisters, brothers and friends in other schools. These students were free in their use of English and most would volunteer to read their letters in class. Among the classes that were visited some students had been taught that such letter writing was a waste of time and they shunned it. This denied them the opportunity to have their grammar and sentence construction corrected and improved. Most such schools were not top scorers when it can to examination. It is very true that faith in the learner expands student potential as observed in the observation sessions carried out. The teachers who effectively communicated to the students that they are important and able to perform well reaped the benefit of good grades. While the teachers who told the students that they would not make it most of the time reaped exactly that most of their students performing

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below the expected grades. This was true of even USs most of whose students joined secondary school with good grades.

B. EFFECT OF THE TEACHERS' PRINCIPLES ON THE STUDENTS' PERFORMANCE

Introduction

In this section we deal with the effect of teachers' choice of principles in relation to first the students' ability to read, write, speak and understand texts in English, secondly students' ability to pass UCE English examination and thirdly students' ability to communicate in public in English with various people.

1. **What is the effect of the teachers' principles on the students' performance in terms of ability to read, write, speak and understand texts in English?**

Teachers' principles determine what methods they use for teaching (Freeman, 1996). Teachers who used TCM used activities that kept the teacher as the centre of the lesson and students participated by mainly writing and reading on their own. The other skills speaking and listening were hardly seen as part of TCM classroom session. We had a questionnaire for students and the responses for this section are got from the responses collected and analyzed from the students' questionnaire. The questions were about the four language modes.

Regarding interaction with the teacher, TCM allow for very limited interaction with the teacher if ever while LCM are centred on interaction between the students and the teacher (Otto, 1997). The students from both USs and RSs were asked how often they got to speak with

the teacher and 50% of the US students responded that they got to speak to and with the teacher as often as they wanted and only 50% stated that they did not get to speak to and with the teacher as often as they wanted. 10% of the RS students responded that they spoke with the teacher often while 90% of the RS students responded that they never got to speak with the teacher at all outside class. These figures include all teacher both those who use recommended principles and those who use teacher centred methods. When closely analysed according to school and classroom it was the teachers 2RS and 4US who used students centred methods who students spoke to often. Students in USs and RSs which used LCM had frequent access to their teachers who they asked questions and discussed issues with. Their TCM USs and RSs were lucky to have the teacher listen to them out of class. Unfortunately also, some RSTs who interacted with the students did so in the local language and this defeated the aim of teaching English because the students did not get to practice the language.

TCM employ a lot of comprehension exercises because they keep the students focused on the topic and simplify the teachers' work because he can predict the outcome students will either get the answers correct or wrong (Gillian, 1981). In terms of reading and writing students were asked whether they got to do comprehension exercises. According to the responses collected 100% of the US students stated that they were given comprehension exercises often while only 0% of the US students stated that they were not given comprehension exercises often. According to responses collected from RS 60% of the RS students stated that they were given some comprehension exercises in class while 40% of the RS students responded that they had not done any comprehension exercises. From the classroom observations of RS schools comprehension exercises were given even though the

students had to share 1 textbook among 15 or more students. The students who responded in the negative were probably as a result of a failure to understand the word comprehension.

LCM encourage students to speak up and gain confidence in the target language but unfortunately not many teachers consider this important because they teach for examination purposes only without focusing on the students' oral ability. When students were asked whether they read aloud in class a majority of both RS and US responded in the negative. 40% of the US students responded that they got to read aloud in class during the lesson while 60% stated that they never got an opportunity to read aloud in class. 20% of the RS students were the only ones who had got opportunity to read aloud in class while 80% of the students stated that they had not done any reading aloud in class. The failure of most of the teachers to provide an opportunity for the students to read aloud in class was a major contributor to many students' inability to express themselves in English in oral communication.

Among the benchmarks of LCM are debates because they allow for student development of oral skills (Gillian, 1981; Freeman, 1998). Students were asked how often they participated in debates in order to ascertain whether they got an opportunity to practice their oral skills. Over 70% of the US students stated that they participated in classroom debates and sometimes in school debates while 30% of the US students stated that they rarely attended class and school debates. 20% of the RS students responded that they had school debates while 80% of the RS students responded that they did not have any school or class debates. School debates are meant to help the students learn to express themselves in English in public. When students do not get this opportunity they later on find difficulty in speaking in public because they lack confidence and this is what is happening with many students these days who complete secondary school education.

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Reading competence can be categorised under LCM and TCM depending on how much the teacher lets the students read aloud in class or in small groups to build student confidence (Gurrey, 1962). In terms of reading competence 70% of the US students responded that they were given reading excerpts and assignments to do on a regular basis while 30% of the US students stated that they were seldom given reading excerpts and assignments. There were only 10% of students in the RSs who responded that they were given reading excerpts and assignments to do on a regular basis. When the RST were contacted, some insisted that they gave reading excerpts however through the observation sessions they did not have enough textbooks for the whole class and in some RSs only the teacher had a textbook. However, the RST who employed LCM collected newspapers and other reading materials which they engaged their classrooms with much to the delight of the students. Some students said that they loved to read because they learnt new words and they responded that they liked to learn new words and use them with their classmates in and outside class. The RS students also had a lot of interest in learning new words but it was quashed by the many setbacks they face like the lack of textbooks. In the RSs that could boast of textbooks the books were too few with a book ratio of 1 book to 12 students and in most RSs non-existent. In a class of 80 students there may be only 7 textbooks and in that school they count themselves lucky to have those textbooks.

Composition writing is a component of both LCM and TCM and the difference lies in how many lessons are assigned to composition writing with TCM conducting about 50% of their lessons as such (Gurrey, 1962). 90% of the US students stated that they engaged themselves and their brains in composition writing, which they liked and enjoyed very much while 10% of the US students responded that they did not do enough composition writing. 60% of the RS

students stated that they often did composition writing while 40% of the RS students responded that they did not often do composition writing. Consequently, most students both from RS and US on observation during UCE looked confident in paper 1 which is about composition writing because it was something they had practiced overtime. Most of the students in the USs were genuine in their answers and one student said she enjoyed composition writing because she got more marks in it. Another student preferred rewriting sentences because it helped him know the meaning of the sentence. Some students enjoyed composition writing because they wrote about the events in their lives and their surroundings. This is therefore a great way to let the students express themselves and in so doing remove all the stress they have been going through by sharing their experiences on paper with someone.

Both LCM and TCM encourage summary writing because it shows how the student has interpreted the passage. Over 80% of the US students responded that they read and made summary notes at the instruction of the teacher basing on the texts the teachers gave them while 20% of the US students responded that they were not asked and did not often make summary notes. 20% of the RS students stated that they were often asked to make summary notes while 80% responded that they were not asked to make summary notes. Students who were given opportunity to do summary writing were good at analysing given texts and picking out the main point.

LCM and TCM both do engage letter writing but the difference is the that letter writing in LCM is alive with students writing to actual friends in other schools while in TCM they do letter writing in the book for the teacher to mark. 75% of the US students stated that they often did letter writing and this built their skill of interpersonal relations while 25% of the US students responded that they did letter writing once in a long while. 40% of the RS students

responded that they often did letter writing in class while 60% of the RS students responded that they rarely did letter writing. Students who wrote letters to real people learnt the art of communication with various people which was to their advantage when it came to interacting with various people (The New Vision, 31st March 2002).

Grammar was part of the daily routine for both LCM and TCM but the difference was that while LCM involve life examples, TCM go by the book and examples are from the textbook and hardly give examples from the students' life situations (Freeman, 1996; Gurrey, 1962). A 90% of the US students responded that grammar was a part of their daily timetable, and that they were often required to fill in blanks and all the other components of grammar. There were some 10% of the US students who responded that they did not get to do grammar as often as they wanted. Over 60% of the RS students responded that they were often given grammar exercises while 40% of the RS students stated that they were seldom given grammar exercises.

100%
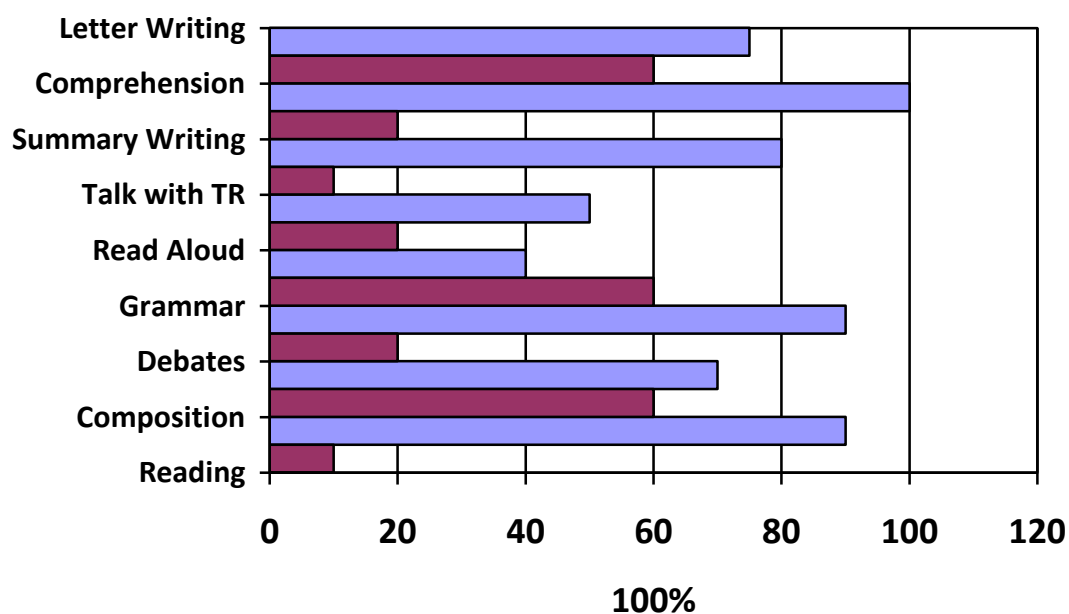
Figure 3: Level of teacher involvement of students in classroom activities

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The percentages are from 20 secondary school classes which represent the 20 teachers both UST and RST who participated in the study. Of the 20 teachers the teachers who employ TCM are shown on the chart as the majority who engage students in activities which involve a lot of writing like composition writing, comprehension exercises, summary writing and grammar. Activities which are LC have a much smaller percentage of students indicating that few teachers engage their students in LC activities which include having the students read aloud in class while the teacher corrects the mistakes, debates and interacting with the teacher.

2. Effect Of Teachers' Principles On Student Performance In Examinations

In this section performance of the students was looked especially in the UCE examinations of 2000, 2001 and 2002 to establish the relationship between US and RS performance in relation to the principles the teachers had used to teach to ascertain their effect on student performance regardless of the type of school. In this section we will look at UCE results from various schools of their students' UNEB results.   The school performance was also analyzed to establish how the use of different principles affects performance. In order to maintain the privacy of the various schools, names will not be mentioned of the individual schools and students but the schools will be referred to as A, B, C, D, E of either US or RS.

A CASE OF STUDENT PERFORMANCE IN 5US AND 5RS FOR 3 YEARS

TABLE 12: DATA SHEET FOR UCE RESULTS OF 2000

UCE 2000	D1	D2	C3	C4	C5	C6	P7	P8	F9

US 1	13	28	17	0	0	0	0	0	0
US 2	11	38	18	1	0	0	0	0	0
US 3	5	23	46	9	0	0	0	0	0
US 4	1	12	38	13	3	0	1	1	0
US 5	22	26	10	0	0	0	0	0	0
RS 1	0	1	6	6	7	16	11	3	12
RS 2	0	0	11	16	5	12	9	9	16
RS 3	0	0	5	15	3	15	13	12	15
RS 4	0	0	3	6	8	8	9	7	19
RS 5	0	1	4	3	5	12	10	12	27

Data Summary Chart of Relationship between Performance of 5 US and 5 RS in 2000

Figure 4: Performance relationship between 5 US and 5 RS in 2000 UCE
Above are the numbers of pupils who passed in different categories

KEY: D1 ---- Distinction One   C6----Credit Six
D2---- Distinction Two   P7---- Pass Seven
C3---- Credit Three   P8--- Pass Eight
C4----Credit Four   F9--- Failure
C5---- Credit Five
UCE------ Uganda Certificate of Education 'O' level

US: Urban School   RS: Rural School

Figure 4: Performance of 5 US and 5RS in 2000

According to the results from UCE performance of 5 RS and 5 US on close observation,

in spite of all the disadvantages that RS have some RST managed to get students with RS1 and

RS5 and both those schools where the ones which were taught by the 2 RST who used LCM. This goes to show that LCM have the effect of making students rise above their limitations. All students from RS come from a background of very poor grades that no other school will accept and they end up in RSs and yet 2 were able to get distinctions that year and many others got credits. In that same year, US3 and US4 schools which get the cream of the nation in terms of performance had students getting as low as pass 8 and this is not because these students were not bright. According to these students results when they first enrolled in secondary school they all had 4 distinctions from their PLE and it therefore goes without saying that these were students who already knew English by the time they joined secondary school. Therefore the cause of retardation in performance can only be traced back to the teachers and indeed in the case of both US the teachers had employed TCM to the extent that they both lectured and instructed the students to go and find the necessary reading materials on their own. The teachers' perception of learning demonstrated that even the best student if subjected to TCM they may lose their cutting edge ability. One of these teachers once responded to an interview that she teaches the bright and any who do not meet that criteria she cannot be held accountable for them.

Performance relationship between 5 US and 5 RS in 2001 UCE

DATA SHEET FOR UCE RESULTS OF 2001

UCE 2001	D1	D2	C3	C4	C5	C6	P7	P8	F9
US 1	6	16	29	12	1	0	0	0	0
US 2	18	28	17	8	1	0	0	0	0
US 3	2	14	25	22	20	5	1	0	0
US 4	1	4	17	21	21	6	1	0	0
US 5	21	25	11	7	3	0	0	0	0
RS 1	0	0	0	2	1	9	9	7	29

RS 2	0	0	0	2	8	16	9	3	17
RS 3	0	1	2	3	10	13	10	10	35
RS 4	0	0	0	0	1	4	1	7	23
RS 5	0	0	0	0	3	6	4	4	33

TABLE 13: DATA SHEET FOR UCE RESULTS OF 2001

Data Summary Chart of Relationship between Performance of 5 US and 5 RS in 2001
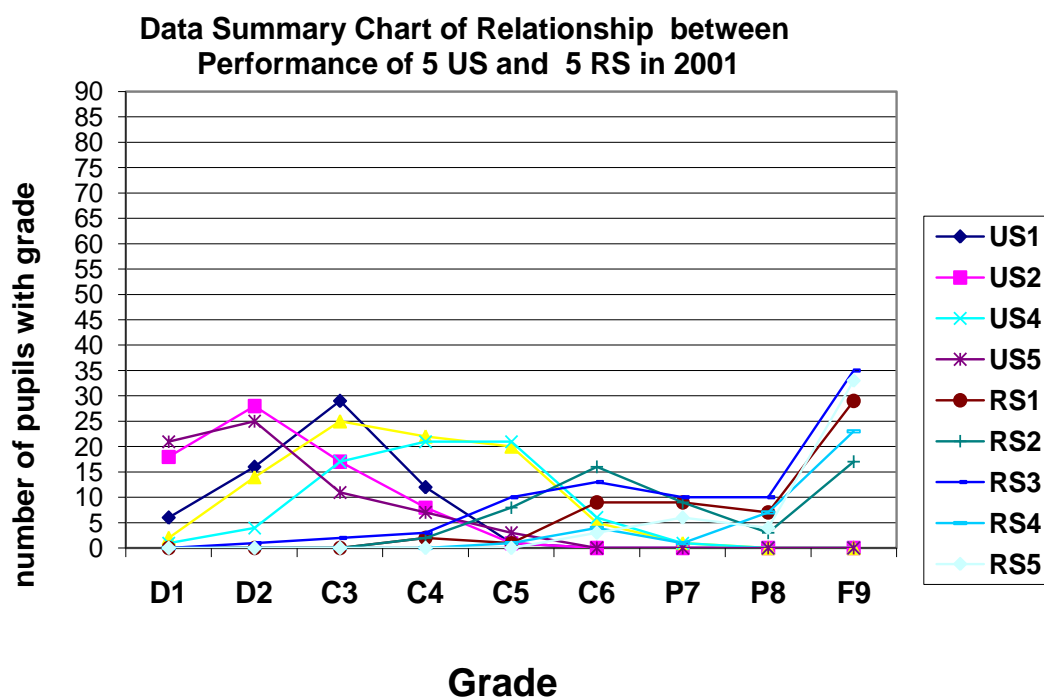
Figure 5: Performance of 5 US and 5RS in 2001

Figure 5: Performance relationship between 5 US and 5 RS in 2001 UCE

Above are the numbers of pupils who passed in different categories

KEY: D1 ---- Distinction One   C6----Credit Six

      D2---- Distinction Two   P7---- Pass Seven

      C3---- Credit Three   P8--- Pass Eight

      C4----Credit Four   F9--- Failure

C5---- Credit Five   UCE-- Uganda Certificate of Education 'O' level

US: Urban School   RS: Rural School

According to the UCE results of 2001, US3 and US4 the schools which had teachers using TCM their students continued to perform badly in spite of the fact that they were not poor in academics. The teachers when confronted with these results again the continued to remain adamant and they saw no reason why they should change their principles to suit LCM. The 2RST who employed LCM in RS 3 and RS2 continued to get students who performed better than had been said about them because the teachers had employed the principle of faith in the learners which made the students also believe in themselves and thus were able to perform better than had ever been expected of failures at PLE from RSs. They not only got distinctions but they also greatly reduced the number of failures F9s considering that that particular class when the researcher reviewed their PLE results 60% of the class had failed English with F9s.

The examination in 2001 was said to be difficult and even the students in the good USs got marks as low as credit 6 which was not the case the previous year. The 2 RST from RS2 and RS3 who used LCM once again had students who join secondary school with failures in English and other subjects scoring distinctions in English and so many students scoring credits. Even though RS3 had 35 students failing but that was because exams were difficult that year and even the USs did not score as highly as   they had done in previous years.

The performance in 2001 emphasised the principle of student responsibility in learning. In both urban and RSs, the general performance was not very good even though some teachers 2RST and 4 UST had taught using LCM they were not responsible for sitting the examinations. The students had to revise, remember and do the English examination on their

own. Students were responsible for believing that even though the exam was difficult yet they

would pass.

Performance relationship between 5 US and 5 RS in 2002 UCE

DATA SHEET FOR UCE RESULTS OF 2002

UCE 2001	D1	D2	C3	C4	C5	C6	P7	P8	F9
US 1	1	3	19	35	15	2	1	1	0
US 2	27	23	16	1	0	0	0	0	0
US 3	23	16	12	4	1	0	0	0	0
US 4	5	6	19	23	15	2	0	0	0
US 5	16	22	20	4	1	0	0	0	0
RS 1	1	1	4	13	20	8	8	22	0
RS 2	0	1	1	5	25	17	6	18	12
RS 3	0	1	0	2	6	13	6	22	12
RS 4	1	0	5	11	21	14	13	25	0
RS 5	0	0	0	0	13	6	11	37	13

TABLE 14: DATA SHEET FOR UCE RESULTS OF 2002

Data Summary Chart of Relationship between Performance of 5 US and 5 RS in 2002

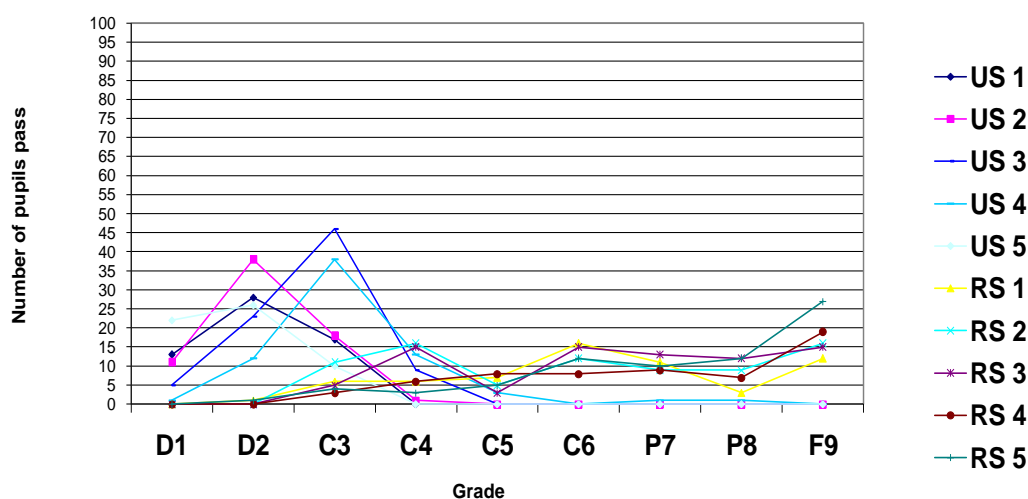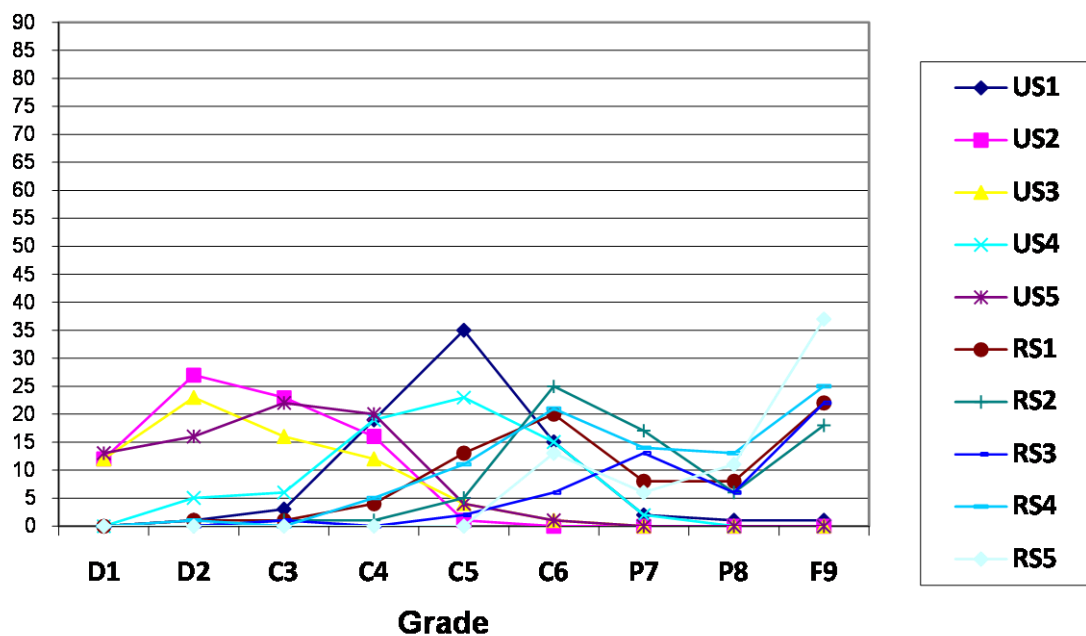**Figure 6: Performance of 5 US and 5RS in 2002**

Figure 6: Performance relationship between 5 US and 5 RS in 2002 UCE

Above are the numbers of pupils who passed in different categories

KEY: D1 ---- Distinction One   C6----Credit Six

      D2---- Distinction Two   P7---- Pass Seven

       C3---- Credit Three   P8--- Pass Eight

       C4----Credit Four   F9--- Failure

       C5---- Credit Five   UCE-- Uganda Certificate of Education 'O' level

       US: Urban School   RS: Rural School

According to the results from the sample of 2002 UCE results the 3UST who employed LCM in US2, US3 and US5 their student performed very well with many of them scoring distinctions. Teachers in US1 and US4 employed TCM and even among the USs where only the cream, top performers are admitted, their students scored marks as low as pass 8.   This shows that suitable principles are necessary for all types of students the bright and the not so bright. That same year looking at the results of RS1 and RS2 the not so bright students who joined secondary school with failures in English some ended up with distinctions and a very big number credit passes simply because they had become confident in their ability to understand and respond in English.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter consists of four sections. The first section is concerned with the discussion of the results from each research question. The second section is concerned with drawing conclusions based on the findings from the study. The third section is concerned with recommendations for future studies and the fourth section is concerned with suggestions for improvement of teachers' principles and their choice of suitable principles.

Discussion

As noted earlier, principles are derived from the perceptual and cognitive processes of the teacher, which eventuate in perceptual action elements on the teacher's part. The teacher's actions are followed by the cognitive processes on the student's part and in turn lead to actions on the part of the students. Principles affect the teacher's choice of teaching methods whether the teacher is conscious or unconscious of them and they lead to a teacher choice between LCM and TCM. The teacher's mental process was represented by Freeman (1996) in his hermeneutic research paradigm. Three research questions were used to establish what the recommended principles are, the principles the teachers were using and the effect of those principles on student performance.

Teachers like members of most organizations are expected to shape their beliefs and actions largely in conformity with the structures, policies, and traditions of the work-a-day

world around them. Teacher education endures as a domain in which opinion and tradition holds sway; while little is understood empirically about how or to what extent it actually works. Within the process-product paradigm teaching was understood in terms of the learning outcomes it produced.

In this framework, however, the teacher's thinking and mental processes were examined fully because they are the ones that determine the outcome of learning. These thoughts formed a belief system which is also referred to as principles and it consequently determined the methods teachers used to teach. The paradigm put into consideration the fact that teachers operate in a social context which can include: classroom, school, community and national levels that influence policies and they in turn are affected by place and time frame.

The teachers who employed LCM believed that suitable content and the interest of the students in the lesson was important and selected methods depending on how well the students responded to the method. These teachers' classes were lively because the teacher's aim was to make the students enjoy the lesson because whatever the students liked they develop interest in and so learnt more easily. If students praised the teacher or participated actively then the teacher tended to use that method again. These were the rare breed of teachers 2RTS and 4UST that the researcher found using textbooks like Integrated English which is student centered.

The teachers who believed in the importance of student readiness prepared their lesson in a manner that introduced the new topic slowly bit by bit so that the students would not be overwhelmed. These teachers considered the state of readiness the students were in and if they were not prepared for that topic then he/she brought them to that point where they are

ready by first introducing what is to be taught. These teachers would choose methods that involve using explanation in order to get the students to understand the background so they can be ready for the new material.

The 2RST and 4 UST most times used textbooks especially in USs and in RSs they took a large part of the lesson explaining and giving examples about the topic. Whitehead (1966) argues that the students have to be ready to learn that language learning is not a forced experience but one that should be approached when ready and the teacher is expected to create an environment that prepares the students for language learning. In terms of the activity the teacher is expected to keep the students busy by engaging them in activities that encourage them to express themselves in English.

The teachers who believed in the principle of activity would have as many activities as possible in the lesson because what the students practiced they more easily remembered than what they just heard. During teenage years learning is more effective when there is activity because they are at a stage when the hormones are very active and need a lot of activity. The 2RST and 4USTs had the students read from the texts, write on the blackboard, answer questions verbally and then write and in some cases even sometimes role play. Such teachers chose textbooks which encouraged classroom activity.

The teachers who believed in the use of four language modes integrated it with the significance of play and created an atmosphere where the students interacted in small groups on the topic that has been taught. To the students this would be play but to the teacher this is play with an aim because what the students say in the groups during the awarding of marks sticks in their minds longer because they have fresh examples. The 2RTS and 4UST organized

their lessons around textbooks with student activities so that the students participated by involvement in games which the students enjoyed and thus stimulated their vocabulary because of the excited need to communicate. These teachers involved themselves in the life of their students and they got to know where their students' interests lay and in turn used those interests to create dialogues with students and giving them written assignments.

The teachers who used the principle of student ability considered whether the students were bright or weak and would alternate their methods depending on the nature of the students. When students were bright then there was no need to dwell on a subject for a longtime and this was the case in USs with bright students where the teacher would simply introduce a topic and let the students dig out the details from their textbooks and then present before the class. In classes where the students were dull like the RS students then the teachers there had to explain and dwell on the same topic for a long time.

The teachers who believed in teaching in a method that was easy chose TCM that came easy to them. These teachers most of the time dominated the class because they did not want to be disturbed planning so many activities for the class. What a teacher believed to be a simple method determined what method he/she used often regardless of whether he/she knew about other more effective methods. The teachers' beliefs about language teaching determined how they approached the subject and what they emphasized in their classrooms.

The major finding was that the teachers' principles determined the method they chose and by observing the teacher teach one could easily tell the principles they had used to select particular teaching methods. For example, the communicative approach is based on the principles advanced by Freeman (1998) considered to be appropriate for selecting a teaching

method. It was due to teachers' set of beliefs/ principles which made them neglect textbooks like Integrated English which emphasized the use of the four language modes in each lesson.

Conclusion

This section consists of 3 parts. Each part presents the reach based outcomes of for research question. The outcomes of each research question present the conclusions presented in this section. The first section presents conclusions of recommended principles for selecting teaching methods, the second section presents conclusions on how principles affect teachers' selection of methods and the third section presents conclusions on the effect of principles on student performance.

Research Question One: Recommended Principles for Selecting a Teaching Method

The recommended principles are a result of analysis of 2 major theories on principles (Gurrey, 1962; Freeman, 1998) and analysis of various principles in the field. The recommended principles were picked out of these 2 theories after testing their applicability in

the Ugandan setting. These principles were joined together to form what is now referred to in this study as the ""Communicative "" theory of recommended principles. ""Communicative "" recommended principles use LCM as was demonstrated in chapter 5 in the graphs. They are:

1. Principle of Learner-centred lessons and Faith in the students' potential

2. Principle Of Four Language Modes

3. Principle of Purpose and Aim

4. Principle of Teaching Language through suitable Content

5. Principle of Creating Interest for Learner, student responsibility in the Language or Subject

The teachers who applied these principles in both RS and US were rewarded with not only appreciation and friendship from the students but also student development into confident young men and young women as was shown by the students' responses to the questionnaire and their performance in UCE.

Research Question Two: How Principles Affect Teachers' Selection of Methods

Among the conclusions gathered from the lecturers was that the teachers were taught what principles to use in the teacher training institutions. However when the teachers graduate and go into the field they choose which ones work for them and which ones do not work for them. Most teachers who were interviewed agreed that they had been taught some principles to use when selecting teaching methods but they were not practical in some situations or too laborious and yet the teachers did not have that much time allocated to English on the school time table.

1. *Principle of ease and grammar translation*:

According to the findings, teachers who used the principle of ease and grammar translation as their overriding principle chose TCM which included translating the words into the local language to make the students understand quickly. These teachers did not want to be delayed by explanation and waiting for the students to discover the meanings of the words in English.

2. *Principle of aim and purpose*:

This principle had 2 dimensions to it, its users did not select it independently but together with other principles. Teachers who favored the TCM and whose aim was to teach without getting involved with the students and whose purpose was to complete a job and get paid combined this principle with the principle of ease and grammar translation in number 1. The teachers whose aim and purpose was assist students to learn English and not just for purposes of passing examinations applied this principle together with other principles like lessons including all four modes and faith in the learners which are LC and employ LCM.

3. *Principle of teacher's experience in relation to style and manner*:

The teacher's experience can either be positive or negative depending on what experiences the teacher uses as his basis for selecting teaching methods. The teachers who through experience enjoy ease and being in control will opt for TCM while teachers who have seen the benefits of LC approach are more liable to opt for LCM.

4. *Principle of each lesson including speaking, listening, reading and writing*:

2 RST who believed and practiced the principle of the four language modes had the benefits of good grades from their students even from RS. Examples are 2002 UCE results RS1 and RS4 who even among students who are written off by most people got students to pass with distinctions and credits. 4 UST who used LCM in US already had bright students and they performed better and expressed their appreciation by the way they crowded the teacher after the lesson to talk over a variety of topics and in the questionnaire responded that they liked their teacher. The reverse was true for the 4RST and 8UST using TCM whose students did not perform so well even when they had joined secondary school with good grades as in the case of US students.

5. *Principle of faith in the learners and learning taking place in a social interaction*:

As noted in chapter six, 2RTS and 4UST had faith in the learners and they kept encouraging them that they could speak English and perform well in examinations and as a result the students started to believe in themselves and rose above society's expectation of them.

6. *Principle of relevance of content to the learners*:

TCM are more concerned about teaching for the sake of counting that the teacher has taught while LCM are more concerned about what they are teaching the students. According to observations done in earlier chapters, TCM users didn't mind teaching a story in the textbook even if it was about snow and blushing even if the students could not relate to it while LCM users on the other hand, were vigilant as to what stories they chose to teach their students.

7.	*Principle of practice for mastery*:

The 2RST and 4 UST each class gave students both oral and written exercises until they saw that the students had understood the topic then they introduced a new one. According to the observations conducted, 10 UST and 4RST taught to cover what they had prepared for the day and they kept going until they had finished all that they had gone to class to teach.

In summary, according to the results presented in the activity graph p.91 in the graphs indicating teacher-student involvement, the teachers who applied the principles of: ease and grammar translation, aim and purpose and the principle of teacher's experience in relation to style and manner opted for TCM because they do not require a lot of work on the part of the teacher besides standing and talking and giving instructions.

According to the findings discussed in the previous chapter, the teachers who employed the principles of: student enjoyment and ability, each lesson including speaking, listening, reading and writing, practice for mastery, relevance of content to the learners, faith in the learners and learning taking place in a social interaction.

Research Question Three: Effect of Teachers' Principles on Students' Performance

Performance results are observable in two dimensions namely: what is immediately observable among the students as they interact both the formal classroom setting and the informal setting among their peers.

Performance in terms of ability to read, write, speak and understand texts in English:

During the research I discovered that the principles the teachers used impacted greatly on their students' performance. Looking at the activity charts that were handled in chapter four, the schools that used the principle of activity had their students perform highly. The teachers who ensured that students did a lot of activities like composition writing, reading, grammar, comprehension exercises, reading aloud, interacting with the students had many students with good grades at UCE. Even in RS situations teachers who practiced the principle of activity had their students perform highly like in the case of VS1 in UCE 2002 which had one student with a D2, another with C3, four with C4, thirteen with C5 and twenty with C6. These kinds of grades are not common in RSs because of the many hardships they work under.

Among the schools that were visited, the schools that had teachers who incorporated the principle of play and created classroom situations with happy relaxed and enthusiastic students tended to have students with high scores in UCE.   The teachers who practiced this principle responded that the reason they used this principle was because what the students learnt simply they would remember easily. This was reflected in the performance results collected from those schools. These are shown in the graphs presented in the previous chapter. Schools that had activities that encouraged play performed better each year than schools that

discouraged classroom play in terms of role-play, debates and other morale boosting activities. USTs who had advantages like enough classroom space at their disposal but did not use the principle of play led to a number of students in their schools getting lower scores than other USs. For example TS4 in 2000 that even had two students one with pass7 and the other with pass8. The teachers in this school when asked by the researcher responded that there was no time for such activities because of the many topics they had to teach in order to prepare their students for the final examinations.

The teachers who used the principle of ease opted for methods that were not tedious and avoided a lot of activity they did not have many students with good grades and this was the case in both urban and RSs. Most teachers who preferred ease to a lot of activity when they were exposed to the integrated syllabus avoided it because it required a lot from them which most are not willing to give. Whichever method these teachers perceived to be the easiest and least strenuous is the one that was used. The consequence of this decision is shown in results like those of TS 4 in 2000. Despite all the facilities at that school's disposal and having got some of the best students at PLE had 2 students one with p7 and p8. Also the results of 2001in this USTS 4 had a student with P7 in English yet this student joined that school with distinction 1 in PLE.

Performance in terms of ability to pass examinations:

According to the results presented in chapter5 the teachers' principles are shown as having an impact on student performance. The teachers who employ TCM demoralize even the bright students and their performance declines while the teachers who employ LCM motivate

their students and their performance improves even among the academically challenged (Performance relationship between 5 US and 5 RS in 2002 UCE). Students' ability to pass UCE examinations had previously been attributed to so many other exterior reasons with the exclusion of the mental process of the teacher but according to the results presented in chapter 5, the teacher's principles are the backbone to all the other exterior factors.

Among the teachers' problems that affect the principles was the issue that English language program was exam based and their headmasters rated them as good teachers depending on how well their students performed. This made it difficult for the teachers to teach language per say because they also wanted their students to perform highly. As a result, the teachers taught only those skills that the students required to answer the written exam excellently namely reading and writing.

Among the conclusions drawn from this study was the fact that the teacher's experience in terms of years of service in teaching was not related to his knowledge of suitable principles. Most teachers who had taught for over 8 years did not practice suitable principles like selecting methods that include all four modes speaking, writing, listening and reading. They used principles that were convenient for them and in most cases these were TC and not student centered.

The other factors like mental ability of the student, availability of textbooks, teacher motivation and format of examination that affect student performance besides the principles teachers use to select teaching methods are in one way or another linked to the teacher's principles- his thoughts and attitude.

Recommendations

We need to reexamine our values as a nation, NCDC and establish what we are seeking to achieve by teaching English. Once we have established our values then we will know what principles to advocate for. The researcher is in agreement with Prof. Adei in his book 'Called to lead' when he says;

> The fact that those who hit the trail with how-to books often forget that principles must precede precept" p. 61

This means that we have previously placed emphasis on the method and we have forgotten the principles on which methods are formed. By "we" I refer to teachers, teacher-trainers, NCDC.

Suitable principles have been suggested and tested in this research conducted in the Ugandan setting. Among them are the principles of: context and orientation, teaching language through content, lessons should be LC, learning takes place in social interaction, faith in the learner expands student potential, and lessons should include all four modes that is speaking, listening, reading and writing. All the above have been discussed in preceding chapters and their effect on performance shown. These should be adopted if we are to see any improvement in teachers' decisions regarding methodology.

There is need to emphasize in teacher training institutions the principles necessary to select a good teaching method. The teacher trainees should start to clearly and systematically teach and stress the importance of having good principles at the back the student teacher's mind when choosing teaching methods to use for particular subjects and topics. They should also as much as possible show the student teachers the effects of using and not using good principles to select a teaching method.

In service trainings should be encouraged for those teachers who graduated a long-time ago so that the more appropriate principles are taught to them.   This is meant to benefit teachers who had preconceived ideas on principles like using the four language modes.

The larger percentage of the English language teachers interviewed had a basic knowledge of English but some lacked confidence in expressing themselves in it. There is therefore need to have facilities like book banks opened in each locality to caters for teachers in that area where they can borrow or listen to tapes, videos and reading material. To enable both teachers and their students in RSs to have access to textbooks and other reading materials they would otherwise never have seen. These book banks should only be opened in rural areas where there is lack of textbooks and inability by both the school and the teachers to provide the necessary textbooks.

Seminars should be conducted where teachers are encouraged to set goals for themselves in as far as use of more effective principles are concerned. They can use tools like anonymous assessment from their colleagues or students on a regular basis. This will help them evaluate the principles they use to select methods.

There is need to change the policy of Aid given to schools in terms of textbooks. USs are often the ones considered for this Aid in form of textbooks and yet these textbooks are urgently needed in the RSs that do not even have a teacher's textbook. This will motivate the teachers to select methods that are student centred instead of the ones they are using at present that are teacher centred.

Future Study Recommendations

This study was a qualitative case study of limited cases in RTS and UST and there may be a wealth of information that can be got from a quantitative analysis. There is need conduct other wider researches on the principles affecting teachers' choice of TM.

This study was on the principles teachers use to select teaching methods and their effect on performance. There is a suggestion that selected teachers nationwide be taught and then implement the "Communicative " theory of recommended principles of selecting teaching methods nationwide ascertain whether its effect will be the same as it was in the case sample used with the 14UST and 6RTS.

A study should be conducted on the adults who spoke English in primary school and those who used their local languages in primary schools to gauge the effect on ability to communicate read and write in English as adults.

English should be emphasized in primary school in order to build a good foundation instead of waiting for the students to get to secondary school with very poor grammar and vocabulary.

As a foreign language, English speaking and writing must be practiced right from pre-primary school. (Sunday Vision 31st March 2002,p27)

We need to have an extensive nationwide study done on the effects of principles on the performance of students in both written examination and oral competence.

There is need to have this study done on a wider scale covering the whole country to ascertain the impact of the use of different principles and their specific impact on the students without limiting it to their performance.

The recommended principles in this study are easy to understand and implement by the teachers. A study should be embarked upon to establish the willingness of the teachers to adopt these principles and problems teachers envisage as stumbling blocks to this positive change.

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APPENDICES

Appendix 1.   Teachers Questionnaire

Dear English Teacher,

This questionnaire is part of a study to establish what principles the English language teachers are using in selecting textbooks and in language teaching.

Please fill or tick as is applicable.

1. How long have you taught as an English teacher?

      a) Under 2years
      b) 2- 4 years
      c) 5- 7 years
      d) 8 years and above

2. Which class(es) do you teach?

      a) Senior one
      b) Senior two
      c) Senior three
      d) Senior four

3. What are your present teaching qualifications?

a) Licensed teacher

b) Dip. Ed. Sec. or Dip. Ed. Primary

c) BA Education or B.Sc. Education

d) Master and other................ (Please specify)

4. Have you ever thought about why you teach in that particular manner?

(a) Yes
(b) No

5. Where did you learn to teach in that manner?

a) in the training college
b) in school- out of experience

6. What principles do you use to determine the best method to use in teaching English?

    a. Personal experience and experience with that class

    b. Student interests

    c. The extent of the individual differences of students

    d. Amount of activity to be done

……………………………………………………………………………………………………

7. How do you determine the best content material to teach?

.... 8.
What is your best method you use in class to teach/?

   a.   Teaching using demonstration, objects, pictures and association of ideas
   b.   Majoring on reading and writing, translate into local language to explain
   c.   Using speaking, listening and seeing so students can practice language
   d.   Encouraging reading, writing, listening and communication for practice
....

9. What determines the way you plan your lesson and how you layout material?

.... 10.
How often do you use a textbook in your language class?

(a) Frequently
(b) Occasionally
(c) Never

11. How often do you change your teaching method?

(a) every term
(b) every year
(c) when requested for
(d) never

12. Does each student have an English textbook of his own during English lessons?

(a) Yes
(b) No

13.Do you usually enjoy teaching using the English textbooks you have at present?

(a) Yes
(b) No

14. What problems do you face in terms of selecting the suitable content to teach?

....

15. What problems do you encounter in selecting a method to use with your English
class?...

16. What problems do you face in selecting teaching material for the English lesson?
....

17.Do you think your methods of language teaching are effective?

....

b) Why or why not?

…………………………………………………………………………………………

18. Do you get refresher courses and how often?

…………………………………………………………………………………………

19. Are there ways you try to improve your own English content and teaching method?
(a) Books
(b) Courses
(c) Films
(d) People speaking English
20. What textbooks do you use?

…………………………………………………………………………………

Appendix 2.   **Questionnaire for Students**

This questionnaire is part of a study aimed at establishing how students interact with their English language teachers.

Please tick the correct alternative or answer as precisely as possible.

1. What type of school do you go to?
           (a) Mixed
           (b) Single sex
2. Are you a day or a boarding student?
      a) Day
      b) Boarding
3. What is your present level of education?

   (a) Senior One
   (b) Senior Two
   (c) Senior Three
   (d) Senior Four
4. In your view, do you have enough English language textbooks for your class?

(a) Yes   (b) No

5. While at school, how often do you speak with your English language teacher?

(a) Frequently

(b) Occasionally

(c) Never

6. How often are you given comprehension exercises?

   (a) Frequently,

   (b)   Occasionally
   (c)   Never

7. How often are you required to read aloud from passages?

   a) Frequently
   b) Occasionally
   c) Never

8. How often are you given discussion topics to discuss in groups?

   a) Frequently
   b) Occasionally
   c) Never

9.   How often are you involved in school and class debates?
   a) Frequently
   b) Occasionally
   c) Never

10.   How often are you asked to listen to a reading excerpt in class?
   a) Frequently
   b) Occasionally
   c) Never

11.   How often are you asked to write compositions?
   a) Frequently
   b) Occasionally
   c) Never

12.   How often are you asked to make summary notes?
   a) Frequently
   b) Occasionally
   c) Never

13.   How often are you asked to do exercises on letter writing?
   a) Frequently
   b) Occasionally
   c) Never

14.   Do you do grammar exercises like filing in blanks?
   a) Sometimes
   b) Never

c) Always
15.	What English textbooks do you use?
	a) In class

……

	b)At home
………16. What do you enjoy most in the English class?

………
……

	ii) why

………
………………………………………

Appendix 3.   **Observation Guide for the Researcher**

1. Report to school 1hour early.   AIM: To get background information. To go to the staff room and listen to the teachers conversation To go to the library and check the English language section to see how many English textbooks they have.

2. Meet the teacher before the class

 and explain   AIM: To eradicate all fears that the teacher might be having concerning a stranger sitting in her class and observe the lesson seating in their class.

3. Enter the class way before the

   Lesson starts   AIM: To observe the behavior of students and the teacher as they enter the classroom.

4. Follow the lesson through to the end.

          AIM: To see the method the teacher uses to English. And see how the students respond to the lesson.

          OBSERVE

1. How efficiently teacher is teaching

....

....

....

....

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2. Whether there is feedback from the students

………

………

………

………

3. Whether there is class participation and to what extent

……

……

……

……………………………………………………………………………………

4. Whether the teacher teaches mistakes and errors and how he /she handles them when alerted.

……

……

……………………………………………………………………………………………

5. General reactions at the end are students satisfied or left hanging.

……

……

……

……

…………………………………………………………………………

 6. How does the teacher end the lesson?

……

……

……

………………………………………………………………………………

Does the teacher do any of the following?

- o Provides students with materials and media that are appropriate and challenging for

  their instructional levels

- o Provides opportunities for guided and independent practice

- o Solicits comments, questions, examples, and other contributions from students throughout lessons.
- o Manages classroom procedures to maximize academic learning time.
- o Paces instruction to allow for appropriate reflection and closure

- o Demonstrates concern for students' emotional and physical well-being.
- o Seeks and uses information about student interests and opinions.
- o Uses precise language, correct vocabulary and grammar, and acceptable forms of

  oral and written expression

- o Gives directions that are clear and reasonable and contain an appropriate level of detail.
- o Provides prompt, continuous, and meaningful feedback to students about

  performance and progress

- o Demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary.
- o Checks for understanding with questions, review activities, and various assessment

  strategies

Conclusion: what researcher feels after the classroom session. Comments on the lesson presentation, material and student response to lesson

……

……

…………………………………………………………………………………………………….

Appendix 4.   Interview Guide for English Language Teachers

To be given to all teachers in the schools where research will be carried out.

Background given by interviewer on the need to establish the principles the teacher uses in selecting methodology for teaching and textbook for use with class.

ITEM 1: Source and Amount of Exposure

i) Have you ever thought about the reason why you teach in that particular manner?
……
……

ii) Where did you learn to teach like that?

……
……

iii) Who introduced you to the English textbooks that you use?

……
……

ITEM 2: Strengths

i)) What are the advantages of using the principles you use to select a teaching method?

……
……

ii) What do you base upon to select a teaching method?

……
……..
…………………………………………………………………………….……………………….

iii) How do you make sure that your students understand the lesson being taught?

……
……

ITEM 3: Weaknesses

i) "If you were told that a principle is a rule that some one follows either consciously or unconsciously". What would you say are the principles you base upon to select a suitable method for teaching?

……
……

ii) Comment on the problems you face when you base upon that principle to select a method for teaching.

....

....

iii) Comment on the shortcomings you see in how the English program is structured in your school.

....

.... **ITEM 4**: Recommendations

i) What recommendations do you have in terms of reasons to base upon when selecting a teaching method?

....

....

ii) What recommendations do you have in terms of suitable teaching methods that should be adopted in the teaching of English in the secondary school?

....

....

....

iii) What recommendations do you have in terms of principles to base on in selecting content for teaching English?

………

………..

Appendix 5.   Precursor for English Language Teachers

Dear teacher,

We request your co-operation in answering the following simple exercise that will assist in an on-going research. Your cooperation will be highly appreciated.

(i) Part 1

Read the passage below and answer the questions that follow.

Aristotle spoke for an entire social order as well as for himself when he said that slavery existed by nature. He would have regarded efforts to abolish slavery from society as an idle and utopian effort to change human nature where it was unchangeable. For according to him it was not simply the desire to be a master that was engrained in human nature. There were persons who were born with such an inherently slavish nature that it did violence to human nature to set them free.

Questions:

a) Select a suitable title for this passage.

………

…………………………………………

b) Explain the following words.

i).   Utopian

   ………

   ………………………………

ii).   Social order

      …………………………………………………………………………………..

      ………………………………………………………………………………

iii).   Inherently

   ………

      ………………………………

iv).   Unchangeable

   ………

      ………………………………

v).   Human nature

   ………

      …………………………………………

vi).   Engrained

        ………

        ……………………………………………………

(ii) Part 2

Put the six parts in the right order to create an interrogation.

        A SHORT INTERROGATION

/it/you/eating/alone/were/?/

not/were/no/you/./talking/brother/we/your/were/six/to/at/o'clock/./

doing/six/you/night/were/what/at/o'clock/last/?/

not/i/no/was/./brother/i/eating/my/with/was/./

dear/oh/!/

eating/i/supper/my/was/./

Appendix 6.   A copy of the introduction letter to schools

MAKERERE UNIVERSITY

P. O. Box 7062 Kampala-Uganda
E-Mail: deaneduc@mak.ac.ug

Tel: 256 - 41 -540735
Cables:"MAKUNIKA"

DEAN'S OFFICE
SCHOOL OF EDUCATION

Your Ref:

Our Ref:

TO WHOM IT MAY CONCERN
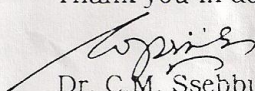
Mr./Mrs./Ms./~~Sr.~~/~~Rev.~~ NAMAGERO SHEILA WERE

is our Ph.D student who is collecting data for his/her Dissertation titled:

THE PEDAGOGICAL RATIONALE OF
TEACHERS' OPTION OF METHODOLOGY IN
ENGLISH LANGUAGE TEACHING. A CASE STUDY

We shall be grateful if you could render assistance to him/her in collecting the necessary data for his/her Dissertation.

Thank you in advance for your assistance

Dr. C.M. Ssebbunga
Dean, School of Education

MAKERERE UNIVERSITY
SCHOOL OF EDUCATION
0 8 OCT 2003
DEAN'S OFFICE

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APPENDIX 7.   RESULTS FOR SENIOR FOUR ENGLISH TERM 1

NO	NAME	MOT %	EOT %	AVERAGE TOTAL%
1.	STELLA	35	47.5	41.25
2.	DIANA CHARITY	58	49	53.5
3.	RACHEAL	37	40.5	38.75
4.	AUGUSTINE	33	56	44.5
5.	GEORGE	10	15.5	12.75
6.	PROSSY		0	0
7.	COLLINS		0	0
8.	ARSAPH	33	50	41.5
9.	BRIAN	28	56.5	42.25
10.	EDIRSAH		0	0
11.	ROGERS	29	20.5	24.75
12.	MARY	35	48.5	41.75
13.	ERICK		0	0
14.	EDWARD	14	24.5	19.25
15.	FRANCIS	8	21.5	14.75
16.	SIRAJE	12	33	22.5
17.	IVAN		0	0
18.	ALPHAT	35	59	47
19.	UMARU	17	21	19
20.	IVAN	40	57	48.5
21.	JOEL	52	45	48.5
22.	DANIEL	19	42.5	30.75
23.	BRIAN	26	24.5	25.25
24.	GEOFREY	29	35.5	32.25
25.	ABUBAKER	10	0	5
25.	CHARLES	39	39	39
26.	LAMECH	38	0	19
27.	RONALD	21	25	23
28.	AMOS	41	53.5	47.25
29.	PROSSIE		0	0
30.	TONNY	11	13	12
31.	VICENT	8	37	22.5
32.	ERNEST		0	0
33.	ISAAC		0	0
34.	IVAN	26	35	30.5
35.	FRANCIS	18	30	24
36.	SYLVIA	19	27	23
37.	GERTRUDE	16	43	29.5

38.	SYLVIA	18	40.5	29.25
39.	AISHA	20	0	10
40.	HELLEN		0	
41.	EVA	55	47	51
42.	ALICE	18	39.5	28.75
43.	ZAINAH		0	0
44.	JUSTINE		0	0
45.	LYDIA	10	21.5	15.75
46.	LILIAN	23	35	29
47.	SHADIA	36	45.5	40.75
48.	ANNET	60	63	61.5
49.	JOAN	34	38	36
50.	ALICE M.	8	21.5	14.75
50.	MARJORIE	25	33.5	29.25
51.	SAUDAH	39	48.5	43.75
52.	EVALYN	12	39.5	25.75
53.	JACKLINE	36	35	35.5
54.	RACHEAL	20	39.5	29.75
55.	HADIJJAH	26	28	27
56.	OLIVE		0	0
57.	JORAH		18	18
58.	PAMELA	40	52.5	46.25
59.	SHARON	11	24.5	17.75
60.	NORAH	30	19.5	24.75
61.	MONICAH	20	31.5	25.75
62.	IMMACULATE	52	58	55
63.	MARY	37	43	40
64.	ROBINAH		10	10
65.	CAROL	12	15	13.5
66.	JOAN	41	64	52.5
67.	AGNES	17	27.5	22.25
68.	LILIAN	21	14.5	17.75
69.	VERONICA	17	17	17
70.	WARUDA	15	22.5	18.75
70.	GERALD	28	23	25.5
71.	HUSSEIN	35	45	40
72.	GRACE	25	0	12.5
73.	EMMANUEL	9	17	13
74.	SHARIF	23	54	38.5
75.	YASIN		0	0
76.	SIMON		0	0
77.	FAISO		24.5	24.5

78.	JAMES	19	30	24.5
79.	ALEX	23	22	22.5
80.	JAMES	34	42	38
81.	GEOFFREY	15	24.5	19.75
82.	KENNETH	59	58.5	58.75
83.	RONALD	6	16	11
84.	MOSES	39	41	40
85.	STEVEN	29	0	14.5
86.	SYLVIE		21.5	21.5

Appendix 8: A Summary of Responses from the Teachers' Questionnaire on Selection of Principles

CASES	TEACHERS' PRINCIPLES										
	Ease	Teachers' Experience	Aim and Purpose	Student enjoyment And ability	Four Language modes	Practice For Mastery	Learner- Centered lesson	Level and Nature of Students	Relevance of Content to Learners	Faith in learners	Learning through Social interaction
UST1	Yes	Yes	Yes	No	DK1	DK1	DK2	Yes	DK2	DK2	DK2
UST2	Yes	Yes	Yes	No	DK1	Yes	DK2	Yes	DK2	DK2	DK2
UST3	Yes	Yes	Yes	No	DK1	Yes	DK2	Yes	DK2	DK2	DK2
UST4	Yes	Yes	Yes	No	DK1	Yes	DK2	Yes	DK2	DK2	DK2
UST5	Yes	Yes	Yes	No	DK1	Yes	DK2	Yes	DK2	DK2	DK2
UST6	Yes	Yes	Yes	No	DK2	Yes	DK2	Yes	DK2	DK2	DK2
UST7	Yes	Yes	Yes	DK2	DK2	DK2	DK2	Yes	Yes	DK2	DK2
UST8	Yes	Yes	Yes	DK2	DK2	DK2	DK2	Yes	Yes	DK2	DK2
UST9	Yes	Yes	Yes	DK2	DK2	DK2	DK2	Yes	Yes	DK2	DK2
UST10	Yes	Yes	Yes	DK2	DK2	DK2	DK2	Yes	Yes	DK2	DK2
UST11	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
UST12	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
UST13	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
UST14	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
RST1	Yes	Yes	Yes	No	DK2	DK2	DK2	Yes	DK2	DK2	DK2
RST2	Yes	Yes	Yes	No	DK1	Yes	DK2	Yes	DK2	DK2	DK2
RST3	Yes	Yes	Yes	No	DK1	DK1	DK1	Yes	Yes	DK2	DK2
RST4	Yes	Yes	Yes	No	DK1	DK1	DK1	Yes	DK2	DK2	DK2
RST5	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
RST6	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Yes = The teacher applied the principle DK1 = Asked but not answered

No = The teacher did not apply the principle while selecting methods DK2 = Ambiguous answer