EFFECTS OF TEACHING METHODS ON THE PERFORMANCE OF LEARNERS IN ENGLISH LANGUAGE IN SELECTED PRIMARY SCHOOLS IN TEREGO DISTRICT: A CASE OF OMUGO SUB-COUNTY

ROBERT ANDAMA

J22/ASC/BED/008

A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF PRIMARY EDUCATION OF UGANDA CHRISTIAN UNIVERSITY

DECEMBER, 2024



DECLARATION

I ANDAMA ROBERT do hereby declare that this is my own work and it has never been presented to any university or institution of highest learning for the award of degree of whatsoever.



ANDAMA ROBERT Signature:

Name:

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission for the award of Bachelor degree in Education of Uganda Christian University.

Dr. Ajuaba David Baiko Supervisor:

Signature: Date: 24/04/2025

DEDICATION

I wish to convey my sincere gratitude to my beloved family members. Angutoko Benard, Munguci Nelson, candibale Rolex, Obizu Victor, Letaru Mavis, Ayikoyo Godfrey, Anderu Kezia, Avako sally, for the moral and financial support they gave me

ACKNOWLEDGEMENT

My gratitude goes to the following for their tireless advice and guidance while I

Was writing this report;

My gratitude first goes to God who has given me the strength to undertake this research.

A lot of thanks also goes to my family for the support and the care accorded to me to succeed in my academic endeavors without which, I wouldn't be what I am.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to Dr. Ajuaba David Baiko my supervisor who helped through giving me guidance, advice and assistance concerning the best way of doing and completing my research.

I would like to express my sincere thanks to all those lecturers who imparted knowledge in me in the various areas in my academic struggle to make my work success.

Finally, I also thank the District Education officer Terego Mr. Ajidra Charles Dradria for providing all data needed regarding administration, staff and learner enrolment in the schools selected.

TABLE OF CONTENT

DECLARATION.....i
APPROVAL..... ii
DEDICATION.....iii
ACKNOWLEDGEMENT..... 4
TABLE OF CONTENT.....v
ABSTRACT..... vii
CHAPTER ONE.....1
INTRODUCTION..... 1
1.0. Introduction.....1
1.1 Background to the study.....1
1.2. Statement of the Problem.....3
1.3 Objective of the Study..... 4
1.3.1 Purpose of the study.....4
1.3.2 Specific Objectives.....4
1.3 Research Questions.....4
1.4 Research questions..... 4
1.5 Scope of the study..... 5
1.5.1 Geographical scope..... 5
1.5.2 Content scope.....5
1.5.3. Time Scope..... 5
1.6 Significance of the study.....5
CHAPTERTWO..... 6
REVIEW OF RELATED LITERATURE.....6
2.0. Introduction.....6
2. 1. Overview according to objectives..... 6
2.1.1 The effects of teaching methods on reading skills of learners in English.....6
2.1.2. Effects of teaching methods on writing skills of learners in English.....7
2.3. Effects of teaching methods on oral communication skills of learners in English..... 7
CHAPTER THREE..... 10
METHODOLOGY.....10
3.0 Introduction..... 10
3.1. Research Design..... 10
3.2. Population of Study and Sampling Techniques.....10
3.2.1 Population and samples.....10
CHAPTERFOUR..... 13
DATAPRESENTATION,ANALYSES AND INTERPRETATION..... 13
4.0 Introduction..... 13
4.1 Response rate..... 13
4.2. Demographic characteristics of respondents..... 13
4:2.1 Respondents according to sex.....13

4.2.2 Age category of the respondents..... 14
4.2.3. Level of education..... 14
4.3 Presentation of findings on the specific objectives..... 14
4.3.1 To find out the effects of teaching methods on the reading skills of learners in English language in upper primary in Omugo sub-county..... 14
4.3.2 To find out the effects of teaching methods on the writing skills of learners in English language in upper primary in Omugo Sub County..... 17
4.3.3 To find out the effects of teaching methods on the oral communication skill of learners in English language in upper primary in Omugo primary..... 19
CHAPTERFIVE..... 21
SUMMARY,CONCLUSIONANDRECOMMENDATIONS..... 21
5.0 Introduction..... 21
5.1 Summary and conclusions..... 21
5.1.1 To find out the effects of teaching methods on reading, skills of learners in English language in upper primary in Omugo sub-county..... 21
5.1.2 To finding out the effects of teaching methods on the writings skills of learners in English language in upper primary in Omugo sub-county..... 21
5.1.3 To find out the effects of teaching methods on oral communication skills in learners in English language..... 22
5.2 Recommendations..... 22
5.3 Suggestion for further research..... 22
REFERENCES..... 24
APPENDICES..... 25
Appendix I: Questionnaire for the respondents..... 25
Appendix II: Budget for research work..... 31
AppendixIII: Time Frame..... 32

ABSTRACT

The study aimed to investigate the effects of teaching methods on the academic performance of learners in English language in selected primary Schools in Omugo Sub County, Terego District. Specifically it sought to establish the effects of teaching methods on the performance of learners in English language and possible Solutions to mitigate the negative impacts. A cross – sectional and descriptive research design was employed to collect and analyze data from a targeted population of 3106 individuals from which a sample size of 78 was selected using simple random and purposive sampling methods. The research instruments used were questionnaires, Observations and interviews which facilitated the collection of both qualitative and quantitative data.

Data was analyzed using tables and percentages to summarize findings and present trends. The study revealed that use of teacher centered methods like lecture method, direct instruction expository teaching, questioning (Socratic method), recitation and also to some extend the inadequate knowledge of using some of the methods by teachers, thus negatively affecting the reading, writing and oral communication skills of learners in English language. The study further identified potential solutions such as use of interactive method, grammar and vocabulary instructions methods, application of content technique method regular practice and feed backs, creative writing exercise method providing continuous, professional development for teachers ensuring a more equitable distribution of teaching resources.

The finding of the study highlighted the Urgent need to address the effects of teaching methods on the academic performance of learners in public primary Schools in Omugo Sub County. Terego District particularly concerning its negative effects on learner's performance in English language. The results showed that teachers were not using child centered methods which reduced the ability of the learners to grasp knowledge impacted by the teachers.

In addition to that inadequate knowledge of using some of the methods by the teachers also paused a challenge to the learners during teaching and learning process. This therefore means the teachers should give proper instructions to the learners in order to gather the concept of using the method in question. Without immediate and targeted interventions, the poor performance of learners in English

language will likely persist, limiting future academic and professional opportunities for many learners in the Sub County, District and the Region at large.

To address the effects of teaching methods on the performance of learners in English language in primary Schools in Omugo Sub County, Terego District, Improve learner's performance in English Language by prioritizing and providing continuous professional development for teachers and improving resource allocation to ensure effective use of child centered teaching methods. Additionally,more practical lessons to be conducted to equip learners with the knowledge of teaching and learning English language for proper practical work.

These combined efforts will create a more conducive learning environment allowing for better learners engagement and improved performance of learners in conclusion, the effects of teaching methods on the performance of learners in English language in Primary schools in Omugo Sub County,Terego District is essential for enhancing the quality of education. By implementing these recommendations stakeholders can significantly improve the performance in English language thereby empowering learners with the skills and the opportunities needed for their future success

CHAPTER ONE

INTRODUCTION.

1.0. Introduction

This Chapter gives the background to effects of teaching methods on performance in English language, The chapter also cover, statement of the problem, purpose of the study, research questions, and the objectives of study, significance of the study and the conceptual framework.

1.1 Background to the study

Nationally, the most successful schools use appropriate methods and techniques of teaching which have both negative and positive effects on the leaner's performance. Therefore, Teaching methods are techniques that educators can use to facilitate the teaching process and help students feel engaged and interested in the material teaching Method can best be defined as the type of principal & methods used for Instruction.

There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. These include demonstration or coaching style, facilitator style, and delegator or group style. When a teacher decides to employ methods suitable for teaching, he/she should be flexible and willing to adjust the style according to the learners.Success in student academics achievement is based on effective teaching methods.

During demonstration, Or coaching Style

The demonstrator retains the formal authority role while allowing teachers to demonstrate their expertise by showing learners what they need to know.

According to Aera, (2012).This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations and demonstrations.

Although it's well-suited for teaching mathematics, music, physical education, arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

Facilitator, Or Activity Style: Facilitators promote self-learning and help studentsdevelopcritical thinking skills and retain knowledge that leads to self-actualization.

To Cline, Johnston, and King (2006)this style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subject'schallenges teacher to interact with students and prompt

them toward discovery rather than lecturing facts and testing knowledge through memorization.

Delegator, Or Group Style: The delegator style is best-suited for curriculum that requires lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing according Mathai and Schroeder, (2002**).** Guided discovery and inquiry-based learning places the teacher in an observer role that inspires students by working in tandem toward common goals.Mathai and Schroeder (2003) asserted that, considered a modern style of teaching, it is sometimes criticized as newfangled and geared toward teacher as consultant rather than the traditional authority.

However, the different methods used by the instructors (teachers) in the teaching and learning process have effects on the learner's performance especially in English.

Therefore, Performance is defined as the ability to do something (Oxford advanced learners Dictionary, 1994) this ability is evaluated by the marks and grades that the pupils attain during a test or examination which is done at the end of a topic, term year or education cycle. The scores and the grades that each pupil obtains measure the degree of achievement.

Education is essential for both individual and societal development, enhancing knowledge, skills, and overall well-being. Teachers play a pivotal role in this process, utilizing various teaching styles to influence student learning outcomes. Studies show that facilitator and delegator teaching styles, which emphasize active, student-centered learning, significantly improve academic performance, while more authoritative styles have a comparatively lower impact. Studies reveals

Teacher-centered teaching method. In this teaching methodology, the teachers serve as an authority for their students. On the other hand, students tend to receive their knowledge passively by listening to lectures and the teacher's directions. Teacher-centered teaching aims to help students pass tests and assessments.

Advantages of teacher-centered teaching method are the classroom remains orderly because the teacher has better control over the students and classroom activities.

Teachers worry less about students missing an important topic because they direct all classroom activities. A teacher can develop cooperation among the students by giving them group assignments. Students focus better on the subject when they get short lectures or breaks within lessons.

Lecture-based teaching makes students to work alone to work alone. Hence, they may not learn how to collaborate and communicate with each other. Teacher-centered

instruction may not allow students to express themselves, ask questions, and control their learning pace

Learner-centered teaching methods: Are where teachers and learners become a part of the process more or less equal, the teacher's primary role is coaching and facilitating student learning, as well as making sure that students understand the material. Additionally, they are supposed to evaluate students by assessing them formally and informally. In a learner-centered approach, the teacher acts as a guide. The learners get their grades by evaluating their student portfolios and participating in the class (Johnston and King 2006).

Below are the main weakness of using a high-tech learning method: Technology (computers and the internet) can be a distraction for both teachers and students.

It reduces direct social interaction since students can research online individually.

The students and teachers require training to use teaching and learning tools and materials. Technical errors like slow internet can disrupt lessons.

It can promote faster but less memorable learning. It is expensive for most parents and schools in developing countries. It can encourage cheating in exams if students do assessments and research online (Aera 2012).

1.2. Statement of the Problem.

The purpose of teaching methods in English language at primary schools is to develop the competences of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens.

To-date, learners' level of performance as far as English is concerned in Terego district primary schools is very low. Therefore, against this background, the research sought to find out the effects of teaching methods on performance in English language in primary schools of Omugo sub-county. However, the performance of learners in English language is still poor, this can be seen in the statistics in the last five years by candidate's overall performance by subject. The performance of pupils in English at primary leaving examinations for the last three years (pupils who passed in Grade two) reveals pass rates of 1.29% in 2018, 0.77% in 2019 and 2.6% in 2020. The percentages of those competent in literacy alone were 20% in 2018, 23% in 2019 and 25.6% in 2020.The low academic achievement of pupils in English is a cause of worry and concern to many stakeholders in the primary schools in Omugo sub-county. This is likely to have negative impact on implementation and achievement of Universal Primary Education.

Table 1.1: Performance of learners in selected Primary Schools in Omugo Sub County in English Language.

Schools	Distinctions		Credits				Passes		Failure
Ibia	1	2	3	4	5	6	7	8	9
Number	0	0	0	1	2	3	4	5	20
Obi P/S	1	2	3	4	5	6	7	8	9
	0	0	2	2	4	5	6	6	22
Owayi P/S	1	2	3	4	5	6	7	8	9
	0	0	1	3	5	6	11	15	41

Source: department of education Terego district

However, in the primary schools of Omugo sub-county in particular, learners perform poorly in English. This is manifested in poor primary leaving examination English results. Pupils' performance in English language has been persistently and alarmingly low in some three primary schools in Omugo sub-county over the years as seen in the table above. The negative implications of such weak performance are high dropout rates, very poor in spoken and written English and low primary completion rates.

1.3 Objective of the Study.

1.3.1 Purpose of the study.

The study aimed at assessing the effects of teaching methods on performance of learners in upper primary in English language in Omugo sub-country in Terego district.

1.3.2 Specific Objectives.

The study was guided by the following specific objectives

1.3 Research Questions.

- To find out effects of teaching methods on reading skills of learners in English language in upper primary in Omugo sub-county.
- To find out effects of teaching methods on the writing skills of learners in English language in upper primary in Omugo sub-county.
- To find out effects of teaching methods on verbal/oral communication skills of learners in upper primary in Omugo sub-county.

1.4 Research questions.

The research questions that guided the study are;

- What are the effects of teaching methods on reading skills of learners in English language in upper primary in Omugo sub-county?
- What are the effects of teaching methods on writing skills of learners in English language in upper primary in Omugo sub-county?
- What are the effects of teaching methods on verbal communication skills of learners in English language in upper primary in Omugo sub-county?

1.5 Scope of the study.

1.5.1 Geographical scope.

The study was carried out in selected primary schools in Omugo sub-county, Terego District, West Nile sub region of northern Uganda.

1.5.2 Content scope.

Summary of specific objectives. The study established the effects of teaching methods on learner's performance in English language specifically learner's performance in reading skills, writing skills and oral communication skills in primary schools.

1.5.3. Time Scope.

The study covered a period of five years starting from 2018-2023. Within this period, there was total decline in the performance in English language among the primary seven pupils in the primary Schools of Omugo Sub- County.

1.6 Significance of the study.

The study is expected to benefit various stakeholders, these include; curriculum designers, District inspectors of schools/ District Education Department, Head teachers, Teachers, Parents, learners and other stakeholders who may wish to attend.

Curriculum designers: this will mostly involve the national curriculum development Centre (NCDC) to prepare appropriate English teaching books for both teachers and learners especially guides showing clear teaching methods and the learner's text books.

The District Education Department through the inspectors of schools to guide the teachers on the use of learner-centered methods.The head teacher will carry out internal supervision and help their teachers to use learner participatory methods.

The teachers will attend continuous professional Development (CPCD) courses to update their teaching skills. The parents/guardians.Will support the teachers as resource persons to teach their children to perform better in school.

The learners will value English as a real life subject and show interest to pass it well and develop a career along the subject.

CHAPTERTWO

REVIEW OF RELATED LITERATURE

2.0. Introduction.

This chapter involves a critical review of the existing scholarly works on the topic under study. The review is done according to the objectives of the study and also given is the summary of the literature reviewed with the gaps identified

2. 1. Overview according to objectives

2.1.1 The effects of teaching methods on reading skills of learners in English.

Teaching methods have become the base on which modern education thrive for better learners' performance in academic circle. According to Aera(2012), performance highly depends on best methods and techniques used during the teaching and learning process.

Reading strategies have been associated with better reading comprehension. The current experimental study conducted in the Pakistani context explored the effects of teaching reading strategies on reading comprehension of students in the subject of English at the higher school level (Anderson and Pearson, 1985).

The experimental pretest-posttest equivalent research design was adopted to conduct the study. The sample consisted of 60 higher primary school pupils of a private girls' college in Mansehra, Pakistan. Findings indicate that teaching reading strategies have a positive effect on the reading comprehension of learners at the higher secondary level. The study has important implications for teachers, students, curriculum planners, policymakers in the field of education and school leaders.

Introduction of reading is an essential academic skill needed in the formal learning of a language. Cline, Johnston, and King (2006) define reading as a process of decoding, understanding and deriving meaning from the written text. Some authors identify reading as a complex skill aimed at reading comprehension. Reading comprehension is a meaning-making process that strengthens the ability to interpret written texts with understanding of vocabulary, sentence structure, and syntax (Flower, 2010). Effective reading comprehension can take place when readers actively interact with the text.

Comprehension is a cognitive process, which refers to understanding of knowledge and

information (Bloom &Krathwalh 1956). Understanding is the process that helps students change symbolic form of the text to interpret and extrapolate ideas, concepts, and information (Sadker &Sadker, 2003). According to Anderson and Pearson (1985), it is to form a mental image or replica for the information in the text. To teach reading comprehension skills, teachers often teach different reading strategies. Reading strategies often help readers in building and maintaining meanings (Yang, 2006). Research indicates a range of strategies associated with better reading comprehension. These strategies include identification of key ideas, finding structural connections questioning, rereading, recalling, revising and understanding. Besides, motivation, self-questioning, self-regulation, self-evaluation are other strategies associated with better reading comprehension (Sani, Wan &Raslee, 2011). Other important strategies include identifying main ideas, reading/backtracking, differencing, self -questioning, and summarizing.

According to Yangbans and Pearson (2006), the main idea is defined as the most important thought expressed in a paragraph or passage (Harris &Sipay, 1980). To find and interpret the main idea is a cognitive reading strategy. The foremost purpose of a reading comprehension strategy is to find and interpret the main idea of a text (Aulls, 1978). Similarly, Johnston and After bath (1985) argue that knowing/finding the main idea is the core objective of reading comprehension process.

2.1.2. Effects of teaching methods on writing skills in learners in English.

According to Bloom &Krathwohl, (1956). teaching methods can have a significant effect on writing skills of learners in English, and different methods can lead to different brain activity patterns: Phonics: Teaching students to sound out words, like "C-A-T", activates the part of the brain that's best for reading. This method can lead to stronger left hemisphere engagement, which is characteristic of skilled writers. Whole-word association: Teaching learners to memorize words, like "cat", activates the right hemisphere of the brain.

Tailored activities are challenging but not overwhelming and can help students develop writing comprehension. Graphic organizers: These can be useful for reading expository or information texts.Digital technology: Approaches that use digital technology can be effective, especially when they focus on specific strategies and self-questioning. Individualized instruction: Some studies have shown that individualized instruction can positively impact children's reading skills. Multi-sensory reading; Methods like Touch-type

Read and Spell (TTRS) teach reading in a multi-sensory way, using muscle memory in the fingers to remember spelling. Reading and writing skills are the ability to understand written language and express ideas in writing.

A study by Onaolapo (2014), asserted that writing helps learners to translate thoughts into language. Writing skills include word choice, elaboration of detail, and clarity of expression. Alali and Manyani agreed that writing skills are essential communication skills that help people understand the world.ToAbdelaziz and Kembo (2003), writing skills include research skills, Revising, evaluating, and polishing work clarity, correctness and integrating information from various sources.

2.3. Effects of teaching methods on oral communication skills in learners in English.

A study carried by Wahgadut (2018) indicated that many learners would not perform well without using better methods and techniques of teaching. Bate and Schiff defines Oral communication, as verbal communication, is the process of sharing information or ideas through spoken words and sounds.

Another definition said oral communication as an act of conveying information from one person or group to another through spoken words and sounds. Examples Conversations, interviews, presentations, classroom lectures, and casual phone or dinner table conversations.

Oral communication is a key skill for building a successful career, and it allows people to share vital information and express complex thoughts and research asserted that, the various elements of oral communication are the sender, the receiver, the message, the medium and internal and external static.

However, Mutuayear carried out another study on the effects of teaching methods on oral communication skills of learners in English these include;

Task-based learning this method can help students improve their oral communication skills and perform well in their jobs. Group work; Students can share ideas and ask questions in small groups, which can help them improve their communication skills.

Reading aloud; Students can read aloud and then discuss the content with their peers and teachers questioning teachers can use structured questioning to model inference. Traditional oral learning methods can have some shortcomings, such as: Lacking opportunities for interaction and practice focusing on grammar and vocabulary, rather than simulating real communication scenarios some ways to establish effective

communication in the classroom include: Creating a safe environment, encouraging teamwork, using active listening exercises, and giving positive feedback.

In Uganda here are controversies about the teaching of languages and the primary language of instruction. The language policy specifies the use of mother tongue in primary standards 1-2. This mother tongue could be Lugbarati or another language of the region. English becomes the language of instruction from standard three and through university. The controversies are many. For example, it has been argued that primary school teachers are not prepared to teach in languages other than Kiswahili and English (Kiarie, 2004). The prevailing assumption is that a teacher can transfer methods for teaching English and to teach other languages.

Although many teachers do attempt to take this approach, it may not necessarily be done effectively (Musau, 2003). All language teachers, whether of English or African languages, need education in general language teaching methodologies as well as methodologies for teaching specific languages(Kiarie).Furthermore the teachers need proficiency themselves in several languages, yet researchers have found teachers with insufficient or poor language skills (Owino, 1987). When the teachers are not fluent in English, they make mistakes in teaching reading.

In upper primary school, teachers are, according to policy, supposed to teach in English. More often, teachers translate content into the region's mother tongue or English (Muthwii, 2004a; Nzomoetal, 2001). Muthwii found that teaching with translation was the strategy teachers used when there was an important issue to be addressed or to emphasize to those who might not understand what was being said in English. Teachers recognize local African languages or English as being instructionally important for communication. The practice of teaching in more than one language in school is strategic and pragmatic. Teachers use whatever language is most likely to facilitate understanding.

In fact, speaking in more than one language is a communication strategy used by educated Kenyans, and in some situations it is the expected mode of communication (Abdulaziz, 1982; Kembo-Sure, 2003).For example, teacher talking to a colleague without switching to English or some other local language would be uncharacteristic. This multilingual competence is becoming the norm in political speeches in Uganda today. The most politically significant pronouncements will be delivered in mother toque, while the

other parts of a speech will be delivered in English.

Muthwii's (2002) study examined the extent to which language policy and the concomitant language practices encouraged or hampered the acquisition of expected learning competencies there by determined the potential problems associated with the language policies in Uganda. Findings differed depending on whether a school was monolingual, Multilingual, rural, or urban. Children in rural monolingual and rural multilingual schools reported being most comfortable learning in their mother tongue.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section entailed the methods used to collect the data necessary to answer the research questions. It is comprised of the research design and population size etc.

3.1. Research Design.

The study used descriptive research design. This helped the researcher to obtain a better understanding of effects of teaching methods on the performance of learners in English. The method chosen allowed a collection of comprehensive intensive data and provided an in depth study on how teaching methods affect learner's performance in English.

3.2. Population of Study and Sampling Techniques.

The population of study is made up of head-teachers, teachers and pupils in primary schools. As shown in table two below: -

Population of study was operational definition of target population. Beckman &Rog, (1998). Out of operational government primary schools in Omugo sub- county in Terego district, 3 primary schools were taken for the research namely; Owayi primary, obi, primary, obi and ibia primary. The target group constituted 26 administrators, 100 teachers, and 3000 learners. This gives a total of three thousand, one hundred six (3,106).

3.2.1 Population and sampling

Table 3.1: Sampling Techniques and sample size

Category of participants	Population	Sample
administrators	26	3
Teachers	100	25
Pupils	3000	50
Total	3106	78

3.4 Sampling procedures

This researcher used simple random sampling and purposive sampling techniques to select the 50 pupils, 25 teachers and 3 administrators.. The researcher used simple random sampling and purposive sampling techniques to provide more comprehensive understanding of the research topic as different sampling methods validated or compliment each other's findings.

3.5 Data collection methods.

The following data collection methods were used;

3.5.1**. Questionnaires:** These were self-administered questionnaires. This is because

Questionnaires facilitated responses from a large number of respondents in a short period of

time.

3.5.2**. Interviews** were based on use of interview guides and involved face to face interaction with respondents to generate qualitative data to supplement information generated through questionnaires. This is because interviews gave room for freedom of expression of the respondents.

3.6 Validity and Reliability of the instruments

3.6.1 Validity

To ensure the validity of the questionnaire and interview guide; some two experts in research were involved. In this regard, after constructing the questionnaires and interview guide, they were submitted to two experts to ensure their validity through their duties 'basis. This is based on alpha coefficient value of 0.7 and more. Thus, after the expert judgments, the compilation of the responses from raters was computed to determine the content validity index (CVI).

3.6.2 Reliability

To ensure the reliability of the research instruments, the questionnaires and interview guides were subjected to content validity testing. Experts in the field of education reviewed the tools to ensure they were comprehensive and relevant to the research objectives. A pilot study was also conducted with a small sample from non-participating schools to pre-test the instruments. Feedback from the pilot was used to revise and improve the clarity and content of the tools.

3.7. Data collection and Analysis:

The data collected is tabulated in figures and presented in tables. These were interpreted and analyzed to portray the situation under study on which conclusions and recommendations were made.

3.8 Ethical considerations: The researcher got an introduction letter from UCU and sought for an authorization from Omugo Sub-County authorities. The researcher ensured free will and consent from participants. The names or identities of the respondents were anonymous and information collected from them treated with utmost confidentiality.

3.9. Limitations of the study.

The researcher was affected by the following challenges during the study.

- Cases of inadequate response from some respondents
- It was tire some because it involved hard work to fix the researcher's plans into the plans of respondents who were always busy doing their work.
- The researcher was faced with the problem of transport in order to access the respondents due to financial constraints.
- Bad weather in form of hot sun heat and heavy down pour of rain.

3.10. Delimitations of study

- Rescheduling of appointments in case of flop in the previous appointment.
- Application of unconditional positive regard so that respondents are willing to unveil facts.
- Sampling of the population in order to get a representative population to solve the issue of transport and financial constraints.

CHAPTERFOUR

DATAPRESENTATION ANALYSES AND INTERPRETATION

4.0 Introduction

The study examined the effects of teaching methods on the performance of learners in English language in selected primary schools in Terego district, Omugo sub- County. This chapter contains the data presentation analysis and interpretation.

4.1 Response rate.

The study targeted information from 78 respondents but 76 participated using the questionnaire hence respondent rate is 97.4%.This response rate was well above the recommended 80% response rate per Mugenda (2003) who asserts that for a study to be considered satisfactory, it should have a response rate of about 80%.

4.2. Demographic characteristics of respondents.

Information was obtained on the demographic characteristics of gender, age level of education and designation and the results presented in frequencies and percentages as follows.

4:2.1 Respondents according to sex.

Table 4.1 Gender of respondents.

Categories of Respondents	**Frequency**	**Percentage (%)**
Male	40	52.6
Female	36	47.4
Total	**76**	**100.0**

Source: Primary data

From the table above 52.6% of the respondents were males as 47.4%, were females suggesting that there was almost equal participation of both sexes in this study hence achieving gender parity since all the sexes were considered in this study.

4.2.2 Age category of the respondents.

Table 4.2 Age Category of the respondents

Category of Respondents	Frequency	Percentage (%)
13 - 20	15	19.7
21 - 27	40	52.6
28 -34	12	15.8
35 and above	9	11.8
Total	**76**	**100.0**

Source: primary data

The table above shows that the respondents were distributed according to the age categories of 13 - 20 years were 19.7% , 21 -27 years were 52.6% , 28 - 34 years were 15.8% and 35 and above years were 11.8%. The implication is that there was representation of all age categories in this study.

4.2.3. Level of education.

Table 4.3 level of education of respondents

Level of Education	Frequency	Percentage (%)
Primary	67	88.2
Tertiary (teachers)	6	7.9
University (Administrators)	3	3.9
Total	**76**	**100.0**

Source: primary data.

Of the respondents 88.2% had primary, 7.9% were at tertiary level and 3.9% were at university level implying that the respondents for this study were literate hence relevant for that study.

4.3 Presentation of findings on the specific objectives.

SECTION B

4.3.1 To find out the effects of teaching methods on the reading skills of learners inEnglish language in upper primary in Omugo sub-county.

The findings are presented in percentages below.

Table 4.4.Summary of responses on the effects of teaching methods on the reading skills of learners in upper primary in Omugo Sub-county.

S/no	Statement	Response category in percentage

		SD=1	D=2	N=3	A=4	SA=5	Total
1	Teachers who use guided reading method have improved reading skills of learners through providing texts of their reading.	13 (17.1)	13 (17.1)	00 (00)	34 (44.7)	16 (21.1)	100
2	Teachers who have employed shared reading method have enhanced the reading skills of learners through collective reading.	16 (21.1)	16 (21.1)	00 (00)	14 (18.4)	30 (39.5)	100
3	The us of interactive reading method by teachers have improved reading skills of learners through encouraging active engagement between learners and the teachers.	17 (22.4)	13 (17.1)	00 (00)	22 (29)	24 (31.6)	100
4	Through use of direct instruction methods, learner's skills in specific areas of reading have improved.	13 (17.1)	13 (17.1)	01 (1.3)	25 (32.9)	24 (31.6)	100
5	By adopting the phoenix teaching method, learners have developed better reading skills through understanding the relationship between sounds and letters	16 (21.1)	17 (22.4)	00 (00)	20 (26.3)	23 (30.3)	100

Source: primary data.

About whether guided reading method had helped learners to understand and read well 65.8% of the respondents have agreed as 34.2% have disagreed suggesting that to a fairly good extent guided reading methods have helped learners to understand and read well.

Majority (57.9%) of the respondents agreed that shared reading method greatly keeps

learners active in English language. The finding chimes with a study by Yang (2006) whose research indicated a range of better methods (strategies) associated with better reading comprehension that has really helped to promote reading skills in learners.

On the view whether interactive reading method provided substantial information for better performance in English 60.6% of the respondents were in agreement as 39.5% disagreed suggesting that interactive reading method provides substantial information for active participation and for better performance in English language in Omugo Sub-County. Yang (2006) similarly asserts that teaching methods give substantial information associated with better reading comprehension for strengths and performance in English language.

Through use of direct instruction method65.8% of the respondents agreed that direct instruction methods makes lessons more relevant and more engaging as 34.2% disagreed implying that teaching methods aids in imparting the skills needed for better reading in learners. The finding agrees with Harris and Sipay (1980) teaching method is to find and interpret the main ideas and this helps learners to perform well in English language. Teachers are to play a fundamental role in influencing learning of English by selecting recommended methods for teaching reading.

As to whether Phoenix teaching method aids academics performance particularly in English, 56.6% of the respondents agreed as 43.5% disagreed suggesting for example adopting the phoenix teaching method helps learners to develop better reading skills through understanding the relationship between sounds and letters.
Aera,(2012) stressed that teaching methods are the base on which modern education thrive for better performance in academics and performance highly depend on best methods used during teaching and learning process

When asked about the effects of using teaching method in English language on the reading skills of learners in English in the primary schools of Omugo sub-county, the respondents revealed that use of guided teaching methods have improved reading skills of learners through providing texts to improve their reading skills, shared reading methods have enhanced the reading skills of learners through collective reading, encouraged active engagement between learners and teachers, specific areas of reading have improved and adopting Phoenix teaching method have developed understanding relationship between sounds and letters.

When asked how the use of teaching methods in English language can help to improve the reading skills of primary school learners of Omugo sub-county, the respondents suggested the following:

Providing continuous professional development for teachers, use of child centered methods like interactive method, grammar and vocabulary instruction method, content technique method, regular practice and feedback. Additionally, more practical lessons be conducted to equip learners with the knowledge of teaching and learning English for proper practical work.

SECTION C

4.3.2 Objective two.

To find out effects of teaching method on the writing skills of learners in Englishlanguage in upper primary in Omugo sub-county.

The findings are presented in the percentages below.

Table 4.5.Summary of responses on the effects of teaching methods on the writingskills of learners in English language in upper primary in Omugo sub-county.

S/no		Response category in percentage					
		SD=1	D=2	N=3	A=4	SA=5	Total
0bjectivies: To find out effects of teaching method on writing skills of learners in English language in upper primary in Omugo.							
1	The use of interactive method by the teachers has improved the writing skills of learners through sharing ideas.	13 (17.1)	13 (17.1)	00 (00)	25 (32.9)	25 (32.9)	100
2	Use of grammarand vocabulary instruction method by teachers has enhanced the writing skills of learners by integrating grammar lesson into writing tasks.	17 (22.4)	13 (17.)	00 (00)	22 (29)	24 (31.5)	100
3	Application of content technique by teachers has improved the writing skills of learners through detailed	16 (21.1)	17 (22.4)	00 (00)	20 (26.3)	23 (29.4)	100

	description of people, places and events.						
4	Use of regular practice and feedback by teacher has improved the writing skills of learners through regular practice of writing	13 (17.1)	12 (15.8)	00 (00)	34 (44.7)	17 (22.4)	100
5	Teachers who have adopted the creative writing exercise methods have enhanced the writing skill of learners through short stories, poems and narratives.	16 (21.1)	16 (21.1)	(00)	14 (18.4)	23 (39.5)	100

Source: primary data.

Of the total respondents 57.9 % agreed that use of interactive method help to create a more tailored approach to writing as 44.2 % disagreed implying that use of interactive methods aids to create as more tailored approach to writing. The finding is in tandem with Bloom and Krathwohl (1956) who adopted that teaching methods can have significant effect on writing skills of learners in English and different methods can lead to different brain activity patterns hence learner's performance in writing greatly improves.

On the statement whether use of grammar and vocabulary methods enhances writing skills of learners 60.6% of the respondents agreed as 39.5 % disagreed depicting that to quite a good extent. Use of grammar and vocabulary improves writing skills of primary school learners.

On the view whether application of content technique has improved writing skills 56.6% respondents agreed as 43.5% disagreed suggesting that content teaching methods leads to improved writing skills.

When asked about the use of regular practice and feedback to improve the writing skills in primary schools in Omugo Sub County among learners 57.9% of the respondents were in argument as 42.2 disagreed suggesting that to a quite extent, use of regular practice and feedback is important in better writing skills.

On the idea of using creative writing exercise methods in English language lessons enhancing writing skills among learners 57.9% of the respondents agreed as 44.2

disagreed depicting that creative writing exercise methods used in English language lessons develop writing skills of learners.

Use of regular practice and feedback method by teachers improves the writing skills of learners in upper primary better.

Teaching methods can be used to improve writing skills of learners by analyze samples, model writing, guided writing tasks, joint story writing, peer editing, book projects reading response tasks, text analysis and mimic writing styles.

SECTION D

4.3.3 Objectives three.

To find out the effects of teaching methods on oral communication skills of learners in English language in upper primary in Omugo sub-county.

The findings are presented in percentages as follows:

Table 4.6.Summing of responses on oral communication skills of learners in English language in upper primary in Omugo sub-county.

The table for this is brought below.

S/no		Response category in percentage					
		SD=1	D=2	N=3	A=4	SA=5	Total
0bjectivies: To find out effects of teaching method on oral communication skills of learners in English language in upper primary in Omugo.							
1	Use of group discussion and debate method by teachers have improved the oral communication skills of learners	10 (13.2)	10 (13.2)	00 (00)	26 (34.2)	30 (39.5)	100
2	Use of interactive speaking tasks method by teachers has enhanced the oral communication skills of learners as they present their stories	00 (00)	00 (00)	00 (00)	06 (7.9)	70 (92.1)	100
3	Use of storytelling method by teachers has improved the oral communication skills as they present their stories	17 (22.4)	13 (17.1)	00 (00)	22 (29)	24 (31.6)	100

4	Use of pronunciation and accent practice method by teachers has improved oral communication skills of learners by distinguishing between sounds that are simmer but have different meaning	00 (0.0)	00 (0.0)	00 (00)	43 (41.1)	33 (58.9)	100
5	The use of pronunciation method by teachers have improved the oral communication skills of learners as they present information on topic of their choice	12 (15.8)	13 (17.1)	00 (00)	32 (42.1)	19 (25)	100

Source: primary data

On the statement whether group discussion and debate methods has helped to promote fluency in oral communication 73.7% of the respondents agreed and 26.4% disagreed implying group discussion and debate methods lead to better development in fluency in English language in upper primary in Omugo sub-county. A study carried out by Wahgadut (2018) indicated that many learners would not perform well without using better methods and techniques of teaching. This means use of child centered methods is very vital to promote fluency in English language.

All (100%) of the respondents agreed that use of Interactive speaking task methods by teachers enhanced the oral communication among learners. According toAulls (1978) the success of alesson depends on the method used therefore lessons cannot be well if not imparted with the relevant methods.

On the view that employment of story-telling methods in the teaching of English language has improved the oral communication skills of learners 60.6% of the respondents agreed as 39% disagreed depicting that story telling methods in the teaching of English language really has improved the oral communication skills of learners.

On the statement that use of pronunciation and accent practice methods in the classroom has improved the oral communication skills of learners all 100% of the respondents were in agreement meaning that teaching methods provide room for building confidence in learners as they freely interact with the teachers during teaching and

learning English hence improvement of their oral communication skills.

CHAPTERFIVE

SUMMARY,CONCLUSIONANDRECOMMENDATIONS

5.0 Introduction.

The study established the effects of teaching methods on the performance of learners in English Language in some selected primary school in Omugo sub-county, Terego District.In this chapter the researcher presents the summary of findings, conclusions and recommendations.

5.1 Summary and conclusions.

5.1.1 To find out the effects of teaching methods on reading, skills of learners in English language in upper primary in Omugo sub-county.

The major findings were that teachers who used guided reading methods have improved reading skills of learner through providing texts guided reading methods have enhanced the reading texts at their reading levels, employment of the shared methods have enhanced the reading skills of learner through collective reading and encouraging active engagement between learners and the teachers, specific areas of reading have improved and by adapting the phoenix teaching methods learners have developed better reading skills through understanding the relationship between sounds and letter.

The study findings made the researcher to conclude that teaching methods have strong effect on the performance of learners in English language in Omugo sub-county.

5.1.2 To find out the effects of teaching methods on the writings skills of learners in English language in upper primary in Omugo sub-county.

The major findings were that the use of interactive writing methods by teachers have improved the writing skills of learners by integrating grammar lessons in to writing the application of content techniques methods by teachers have improved the writing skills of learners through detailed description of people, places and events. Use of practice and feedback method has improved the writing skills through regular practice of writing and adaptation of creative writing exercise methods have enhanced the writing skills of learners through short stories, poems and narratives .

Based on the findings, the researcher concludes that use of teaching method has strong effect on the development of writing skills in English language in Omugo

sub-county Terego district.

5.1.3 To find out the effects of teaching methods on oral communication skills in learners in English language.

The major findings were that teaching methods particularly in the use of group discussion and debate method by teachers have improved the oral communication skills of learners, interactive speaking task method has enhanced oral communication skills of learners as they present their stories, storytelling method used by teachers have improved the oral communication skills of the learners, use of pronunciation and assent practice method by teachers have improved oral communication by distinguishing between sounds that are similar but have different meanings . And the use of pronunciation method by teachers have enhanced oral communication skills by learners as they present information on topic of their interest.

The study findings made the researcher conclude that teaching methods has a strong effect on development of oral communication skills of the learners in English language in Omugo sub-county, Terego District.

5.2 Recommendations.

The following recommendations have been made based on the Study findings

To address the issue of poor reading culture, there is need to use child centered methods like guided reading methods, shared reading methods, phoenix teaching methods by teachers to teach English language.

In order to develop writing skills in learners adopt integration of grammar lessons into writing, grammar lessons into writing, the application of content technique methods and use of practice and feedback methods during teaching and learning in English language.

To address the effects of teaching methods on oral communication skills in learners in English language, there is need to use group discussion and debate method, story telling method, use of pronunciation and accent practice method by teachers to enhance oral communication skills in learners. Above all, providing professional development for teachers is needed to develop on the language skills is needed.

5.3 Suggestion for further research.

1.The effect of high enrolment on teachers performance in a school.

2. The effects of high population on infrastructural development in some selected

schools in Omugo Sub County, Terego District.

REFERENCES

Adams,S., (2021), "Promoting Student Engagement: Effective Instructional Strategies",Page: 35-58

AwuoF,l .,
(1995),Asurveyofteacher'sviewontheteachingoflanguageat'O'and 'A' levels. MED this,universityof Nairobi

Ayo!, HO and pate] M.M(l987)English instructionalmethodsand generalmethods Kenyattauniversity, faculty of education.

Bonnet, G. Ed., (1998).The effectiveness of the teaching ofEnglish in the European Union,*Reportof the colloquiumandBackgrounddocuments,* 210p., ministere de!'educationnationale,DPDEditiondiffusion,Paris

Burnett, R.W., (1954) Teaching Englishin secondary school.Newyork, science education board, 1964

Hall, E., (2017), "Innovative Pedagogies: Transforming Teaching and Learning" pages: 115-135

Hasenbrink, U., M. Berns (1975) ct al. (to appear). The English Language within the media worlds of European youth. Media Psychology in Europe. P. Winterhoff-Spurkand T. van der Voort.

Hill,L., (2016) "Improving Educational Outcomes: Strategies for Effective Teaching", Pages 85-108

Johnson,M., (2017), "Improving Teacher Effectiveness: Strategies for Success", Pages: 102-125

Lee,H., (2016), "Teaching English Language: Effective Approaches for Student Learning", Pages 72-95

Pohjala K., (1998),*The English Curriculum in Finland.*In Bonnet,

Gerard (Ed.) the Effectiveness of the Teaching of English in theEuropean Union. Repo11of the Colloquium.BackgroundDocuments. October 20th-21st, 1997, Paris,101-102.

Pohjala, K., (1998),*Teaching methods and Practices inFinland*.In Bonnet, Gerard (Ed.) the Effectivenessof the Teaching of English in the EuropeanUnion. Report of the Colloquium.Background Documents.October 20th-21st,1997, Paris, 101-102.

Polzjala, K., (1998),*TheForeign Language Education in Finland*.In Bonnet, Gerard (Ed.) the Effectiveness of the Teaching of English in the European Union.Report of theColloquium.Background Documents.October 20th-21st,1997, Paris, 73-75.

Powel,J., (2015), “Innovations in Educational Policy: Enhancing Student Learning”, Pages 55-78

Rodriguez,M., (2019), “Maximizing Student Potential: Effective Teaching Strategies”, Pages 82-105

Smith, K., (2018), “Addressing Educational Inequalities: A Comprehensive Approach”, Pages: 33-55

Thompson,E., (2024), “Unlocking Potential: Strategies for Student Success”, Pages 92-115

Tuokko,E., (2001),*The 1999NationalEvaluationof the EnglishLanguageSkillsof Finnish 9th form Pupils*. In Dialogos Nr.4/2001, Evaluationand Language Teaching, 93- 105.

White,D., (2018), “Creating Inclusive Learning Environments: Strategies for Success”, Pages 42-65

APPENDICES

Appendix I: Questionnaire for the respondents.

Dear respondents,

I am Andama Robert a student of Uganda Christian University conducting a research study titled "Effects of teaching methods on the academic performance of learners in English language in Omugo Sub County, Terego District". You have been chosen to participate in this research by giving your views. The information provided will be treated confidential and there is no need to write your identity on the questionnaire. The information will be only used for academic purposes. Therefore, you are to fill the follow the instructions while filling in the questionnaire.

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

(1) Male ☐

(2) Female ☐

Age bracket

13-20 ☐ **21-27** ☐ **28-35** ☐ **35** ☐

Level of education

Primary ☐

Secondary ☐

Tertiary ☐

University ☐

Working/ Teaching experience. (Please Tick):

(1) None ☐

(2) Less than/below one year ☐

(3) 1- 2yrs ☐

(4) 5-6yrs ☐

(5) 7 years and above ☐

For the following sections, This there are statements about theeffects of teaching methods on the academic performance of learners in English language in primary schools of Omugo Sub County. You are provided with a scale of options that is;

(i). Strongly Disagree ☐

(ii). Disagree ☐

(iii). None ☐

(iv) . Agree ☐

(v). Strongly agree. ☐

S/NO	8Section B:	SD=1	D=2	N=3	A=4	SA=5
	Objective 1. To find out effects of teaching methods on reading skills of learners in English language in upper primary in Omugo Sub County.					
1.	Teachers who use guided reading method have improved reading skills of learners through providing texts their reading levels.					
2.	Teachers who have employed the shared reading methods have enhanced the reading skills of learners through collective reading					
3.	The use of interactive reading methods by teachers have improved reading skills of learners through encouraging active engagement between learners and the teachers.					
4.	Through use of direct instruction methods, learner's skills in specific areas of reading have improved					
5.	By adopting the phoenix teaching method, learners have developed better reading skills through understanding the relationship between sounds and letter					

6. In your own view, what are the effects of using teaching methods in English language on the reading skills of learners in English language, in the primary schools

of Omugo Sub County?

……

……

……

7. How can the use of teaching methods in English language help to improve the reading skills of learners in upper primary of Omugo Sub County?

……

……

……

S/NO.	SECTION C	SD =1	D=2	N=3	A=4	SA=5
Objective 2. To find out effects of teaching methods on the writing skills of learners in English language in upper primary in Omugo Sub- County						
01	The Use of interactive writing method by teachers have improved the writing skills of learners through sharing idea.					
02.	Use of c grammar and vocabulary instruction method by teac8hers has enhanced the writing skills of learners by integrating grammar lesions in to writing tasks.					
03.	Application of content technique method by teachers has improved the writing skills of the learners through detailed description of people, places and events.					
O4.	Use of regular practice and feedback method by teachers has improved the writing skills of learners through regular practicing of writing.					
05.	Teachers who have adopted the creative writing exercise methods have enhanced the writing skills of learners through short stories, poems and narratives.					

6. In which method of teaching improves the writing skills of learners in upper primary schools

……

……

……

14. How can teaching method be used to improve the writing skills of learners.

……

……

……

NO.	SECTION D	SD=1	D = 2	N =3	A=4	SA=5
01	Objective 3: To find out the effects of teaching methods on oral communication skills of learners in English.					
.	use of group discussion and debates method by teachers have improved the oral communication of learners.					
	use of interactive speaking tasks method by teachers has enhanced the oral communication skills of learners as they present their stories					
	use of storytelling method by the teachers has improved the oral communication skills of learners as they present their stories.					
	use of pronunciation and accent practice method by teachers has improved oral communication skills of learners by distinguishing between sounds that are simmer but have different meaning.					
.	T8he use of pronunciation method by teachers have the oral communication skills of learners as they present information on topic of their choice					

06. In your view, which of teaching improves the oral communication skills of learners in English language in upper primary schools?

……

……

……

07.How can teaching methods be used to improve the oral communication skills of learners?

……

……

INTERVIEW GUIDE

1. What problems do you face as far as teaching English language in the primary school is concerned?

……

……

……

2. According to you, do the following problems affect learners' academic performance in English language? Inadequate instructional materials, inadequate school equipment and inadequate stationery? Yes or no (Tick where appropriate) If yes, how explain each in details

Yes	No

(i). Inappr2opriate instructional materials.

……

……

……..

(ii). Learners have negative attitude to learning kits.

……

3. What solutions have been put in place to control the above problems?

a)…….

b)…….

c)…….

d)……..e)……

……..……

4. In your view what are the effects of using English language on the academic

performance of 8learners in English language in upper primary schools in Omugo Sub-County?

……

……

……

5. How can use of teaching methods to teach English language help to improve academic performance of learners in the primary schools of Omugo Sub County?

……

……

……

The end Thanks.

Appendix II: Budget for research work

AppendixIII: Time Frame