

## THE IMPACT OF TEACHER-CENTRED TEACHING METHODS ON STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ON NATIONAL TESTS, NAIROBI, KENYA

Catherine N. Wabwoba  
Ursulla A. Okoth  
Mercy Mugambi  
*University of Nairobi, Kenya*

### ABSTRACT

Recent research has indicated that low achievement in English can be attributed to teacher-centred teaching methods, arguing that as a result millions of students in developing countries do not attain satisfactory skills in literacy and competence in the English language. This study explored the use of three teacher-centred teaching methods on standard eight students' learning of English in Nairobi, Kenya, based on their national examination result for the certificate of primary education. These methods were: a) lecture, b) demonstration, and c) note-taking. A descriptive survey design was adopted and purposive sampling was used to select 23 schools, their directors, and 46 teachers of English. Data were analysed using frequency counts and percentages. Pearson's correlation coefficient was used to test the relationship between each method and students' performance in English. It was established that the lecture method correlated negatively with students' academic achievement at -0.1308. This was in contrast to demonstration and note-taking methods that correlated positively at 0.3463 and 0.28, respectively. It was concluded that teachers need to be encouraged to undertake professional learning, self-development courses and individual initiatives to expand their teaching repertoires. While the study recommends alternative more dialogic approaches need to be adopted, such as collaborative teaching, use of group discussions and other instructional techniques to improve students' opportunities to purposefully use the English language, it recognises the need for further research into the adequacy of supportive resources and the impact of large class size.

**Keywords:** Academic achievement, Demonstration model, EFL instruction, EFL teaching methods, English language, Note-taking, Teacher-centred, Traditional lecture

### INTRODUCTION

Teaching is a general principle of instructional technique applied by instructors to manage and control teaching instructions. Ayeni (2011) sees teaching as a continuous process that brings about desirable changes in learners. Hill and Flynn (2006) asserted that in order to do this the mode of delivery should be that most appropriate to students' learning of the subject matter. In keeping with this, Gathumbe and Masembe (2010) maintain that teaching techniques work effectively if they suit students. Similarly, as Nayak and Rao (2011) point out, the selection of teaching methods, therefore should depend on the class size, the subject matter/curriculum and school policy, since different teaching methods facilitate various types of students' engagement and opportunities to learn (Githua, Macharia, & Mboroki, 2009, for methods of instruction in Nairobi). However, achievement in English on national exams has been reported by Wabwoba.

(2019) to have steadily declined between 2009 and 2017. As students are learners of English as a foreign language (EFL), this low achievement has been attributed to teachers' poor pedagogical practices, for instance, the use of traditional lecture style teaching, demonstration and note-taking (Iversen 2019). While pedagogy is defined as "the art and science of teaching" (Merriam-Webster Sciences, 2021), when teaching is considered in relation to languages learning Kumaravadivelu (2008) highlights the shift from the traditional focus of 'teaching methods' to the era of 'post-method' in adopting pedagogies that are more collaborative and able to support learner autonomy (Coyle, 2011; Sugirin, 2018; Tochon, 2014). The most effective pedagogies have been found to incorporate an array of approaches to language learning that also support intellectual engagement and use of interactive dialogues and digital communicative technologies that connect students both within the classroom and to the wider world (Kabita, 2010; Manjo, 2019; Odhiambo 2012). However, it is well accepted that achieving pedagogical change across an education system presents a challenge on many fronts, including firstly the provision of professional development for teachers upon whom implementing change in the classroom relies. Thus, in this study the researchers explore the transitional context in the delivery of English in non-formal primary schools in Nairobi, Kenya.

### **English Education in Kenya**

English developed rapidly in Kenya because the colonial government had put in place a comprehensive language policy after World War II based on the Beecher Report (1945). According to the recommendations given by the report, English language was to be used as a Medium of Instruction (MOI) from standard five and above. Initially, there was an implementation problem because there were no trained teachers, however, this problem was addressed by increasing teachers' salaries if they passed a special examination in English (Otunga, 2011). Further, the colonial government published the report entitled "A study of educational policy and practice in British tropical Africa" (Ward & Morris, 1953; see also Davydorg, 2019; Manthalu, Chikaipa, & Gunde, 2022), which prioritised learning English as a Foreign (EFL) above any other languages. Hence, this language policy was applied in East Africa thus favouring the British in Kenya and Uganda, such that acquiring proficiency in English became a sure way of succeeding in life. Further, the East African Royal Commission of 1953-1955 (Wekesa, 2020), elevated English even further by changing the curriculum to allow students to learn in the English language from grade two onwards.

However, following a later review of the English curriculum in 1961, the colonial government began to publish the 'Peak Series' textbooks, especially to help Asian and African students' learn English language (Wekesa, 2020). Again, the change to the English curriculum was quickly adopted by the country because acquisition of the English language determined admission to secondary schools in a society where education was about the only way of upward mobility. Despite many changes, the development of the English language remained key to many opportunities. The Kenya Institute of Curriculum Development (KICD) recognized English as both a subject and MOI and so English and Mathematics were allocated more hours per week than any other subject. However, it is important to note that proficiency in the English language also demands the capacity for students to communicate in English in general as well as for academic purposes. As Oluoch (2011) emphasises, English is valued and needed as a language in which one can express feelings and desires. Thus, besides proficiency in English being an indispensable tool needed for learning it is also an advantage to achieve in the realm of at least vocational proficiency (International Second Language Proficiency Scales, ISLPR, 2021).

In lower primary school children begin to function in the social context by learning oral skills, besides developing reading and writing readiness (Rhyne, 2009). Thus, the curriculum at this stage is about students' language development, bearing in mind they may also be

acquiring more than one language other than English at home. The objectives at this time are meant to address the immediate language needs of learners by building up and developing their vocabulary, encouraging them to freely and clearly express themselves -fluent speaking, and applying their language and literacy skills in purposeful and meaningful ways. It is at this time students begin to understand relevant genres and teachers, importantly, foster their interest in books, and eagerness to read. This reinforces the need for pedagogical practices that are appropriate to ensuring students achieve and practise those skills (Reynolds & Tack, 2016; Goodman & Tastanbek, 2021; Moje, Ciechanowski, Kramer, Ellis, Carrillo, & Collazo, 2004).

Rahmani and Sadeghi (2011) established that for better results to be realised in English language learning, teachers should adopt collaborative teaching methods that encourage learners to actively participate and contribute to the learning process rather than relying entirely on teachers' largely monologic input. Similarly, government policy (KICD, 2019) emphasises more dialogic pedagogical approaches that support students using the language to interact and make purposeful meaning. Therefore, in the light of learning outcomes needing to be improved, and the most prevailing teaching methods being teacher-centred, in this context of students learning EFL in Kenya, it was important to conduct this research. The following literature review considers the three current prominent English language teaching methods practised in Kenya and further outlines the research problem.

## LITERATURE REVIEW

### Lecture Teaching Method

The lecture teaching method involves the teacher delivering lesson content orally to students or 'transmitting information' to learners (Liwinski, 2019). This is seen as teacher-centred pedagogy and is a traditional way of teaching that has existed for decades (Chandler, 2001; Mayer, 2012). Teachers are seen as the main source of information. For example, they communicate information to learners whose opportunity to respond is typically limited. The teacher generally prepares content/information and conveys it to students, describing, explaining and evaluating information (Oluoch, 2011; Iversen, 2019). In addition, in the lecture teaching method, teachers maximize the delivery of content while economising on time and effort. Holland (2017) argued that teaching should not involve definitions, orders and procedures for learners to memorize, but should encourage learners to take part in their own learning as consumers of education. Research has shown that teachers use expository or lecture teaching method because it offers a logical arrangement of educational content, development of cooperation, and directly focuses on the subject. Since it presents the same knowledge in the same way for all learners, regardless of individual differences, it is least able to respond to students' different learning needs. Goodman and Tastaanbek (2021) argue that teachers recognize and support the lecture method because it is efficient as it allows them to cover large volumes of material or content within a short time. James and Pollard (2011) found this method to be a common phenomenon in schools since it was regarded as an efficient, cheap, and easy way to disseminate information to a large gathering in a direct logical manner. This is in keeping with Holland's (2017) conclusion that most teachers are focused on imparting factual content rather than teaching language and literacy competencies. Thus, it would seem that a focus on teaching of factual content alone can be a contributor to poor academic achievement in the English language in non-formal schools. In addition, research has also indicated most teachers adhere to the lecture method because it is the way they were taught while learning to become teachers in higher education institutions. Furthermore, empirical studies have confirmed that this method dominates teaching in schools in developing countries like Asia, Latin America and Sub-Saharan Africa, partly due as noted earlier to inadequate teaching and learning resources and large populations of learners (Oluoch, 2011; Bland, 2019).

As a result, many students in developing countries do not attain satisfactory literacy skills and proficiency in the English language, such that this impacts negatively on their prospects for the rest of their lives. Hence, it is not surprising that they are shown to have low academic achievement in English in national exams (Wabwoba, 2019). As other research suggests, to change from this ‘old-fashioned’ instructional method of teaching, a more collaborative approach, where learning occurs through interaction in keeping with current social constructivist theory is recommended (Davydova, 2019; Edwards-Groves & Hoare, 2012). This seen as essential for contemporary reforms in languages education (Tochon, 2014). Thus, the lecture teaching method could be more productive if it was combined with other methods, such as group discussions, dramatisation, pairwork, group assignments, and problem- and project-based learning. Learners should also have the opportunity to contribute to the choice of learning experiences and peer-evaluate and self-evaluate, in order to introduce more student agency to help motivate their language learning (Dynarski, 2017; Mayer, 2014). As Gathumbi and Masembe (2010) assert, teachers should use oral questioning techniques to assess the capabilities of learners in the English language to develop suitable learning experiences. Language learning, therefore, should involve learners’ active participation and communicative interactions rather than relying on the teacher as a source for information giving (Calafato, 2020; Spada, 2007).

Such pedagogical change also requires students to understand the pedagogical shift as currently they look upon their English teachers as the expert and authority in the subject, while typically see themselves as recipients of knowledge transmitted by their teacher. As Otunga (2011) notes, teachers who use the lecture method tightly control what students are expected to accomplish, which could be tiring and uninteresting when merely information transmission. Moreover, such activity is unlikely to actively engage learners’ participation in using English to communicate for meaningful purposes (Luo, Klewra & Samuelson, 2016). This is borne out by Okoth-Okombo (2011)’s empirical study that confirms that when learning outcomes are focused on learners’ needs this supports their understanding. Such student-centred pedagogical approaches no longer emphasise learners’ memorization of information, rather the focus is shifted to the extent of their understanding and ability to apply the attained knowledge and skills in real-world situations. Most critiques of the lecture teaching method affirm that its more applicable to adult education as opposed to students in schooling (James & 2011; Goodmand & Tastanbek, 2021).

### **Demonstration Teaching Method**

Demonstration teaching method is also referred to as observational learning. But Giridharan and Raju (2016, p. 176), credit it as involving students, stating it: “provide[s] the multisensory approach to teaching through practical hands-on learning using working models”. However, more broadly it is also seen as being used to communicate an idea with the aid of visuals (Bernad-Opitz & Häussler, 2011). These may range from posters, multimedia, power points, videos, games and flip-charts, to use of science experimental equipment. While as a teaching method it sounds more relevant to being teacher-centred as it implies teachers would be merely conducting a demonstration rather than involving students with practical ‘hands-on’ activities. This is an important issue for the current pedagogical change in Kenya, since Wambua and Waweru (2019) note that teachers are now required to teach competencies as opposed to content, which is very difficult because of “major challenges experienced in most schools [consisting of] . . . large classes of pupils, inadequate teachers, inadequate textbooks, laboratories and other learning materials” (3.2). This makes it very difficult to ensure students’ direct involvement and practical need to use and comprehend language for meaningful purposes as well as for competencies to be actually practised as evidence for assessment (Kabita & Ji, 2017; Enever & Moon, 2011). While ‘demonstrating’ may have a practical element, without

students' active participation in the learning. However, Alexander (2017) takes a broader interpretation of 'demonstration', relating it to even written storytelling, arguing that it can be more able to gain students' attention, because they can individually relate to the presented information. The demonstration aspect is also seen as helping reinforce memory retention, since teachers have to ascertain that each learner is able to observe, hear and identify what they are doing, and the resources involved (Haydon, Mancil, Kroeger, Mcleskey, & Lin, 2011). In addition, while it may be argued as valuable for teaching large classes, which is the case in Kenya, and other developing countries, without all students being able to trial and practise the demonstrated competencies they may be more difficult to achieve, depending on availability of resources and classroom space.

In Kenya, the demonstration teaching method has been preferred because it is believed to have a strong impact on memory and has been found to be quite effective in creating the link between content, skills and purpose (Goodman & Tastanbek, 2021). It has also been seen as fostering good thinking for both individual students and groups, besides helping teachers to show learners the relationship between theory and practice. But, as noted earlier, if it is reduced to teachers' transmission of information where students acquire knowledge by listening and merely observing the demonstration, their learning will be impeded. Adunol (2011) found that teachers are more concerned with teaching facts, principles and information than designing learning experiences that facilitate learners to actively participate in language activities that promote their English literacy and academic success. Thus, this method is seen as providing fewer opportunities for learners to interact with the teacher and their peers or have input into their learning to discover new concepts on their own (Bland, 2019). Moreover, its implementation raises the problem of students' having adequate visibility of a demonstration and audibility of the teacher, especially when large groups of learners are involved. Nevertheless, the method has been preferred by teachers in Kenya because it is believed to enhance students' formation of concepts and generalisations (Otunga, 2011).

### **Note-Taking as a Method of Teaching**

Note-taking is well recognised as an important skill that can support learning; but it is also a common function of teacher-centred pedagogy, since it traditionally applies to students needing to take notes to help them remember information 'transmitted' by the teacher or from textbooks (Wu & Xie, 2018). It typically includes trying to write down what the teacher says, e.g., to summarise the main points of the information the teacher supplies. Thus, it relates to the lecture teaching method in helping teachers of large classes focus students' attention on the lesson content. The activity is seen as supporting learners to encode and preserve information as they write the notes (Chang & Ku, 2014; Liwinski, 2019), and can be strategic in its support for students' learning (Boyle, 2013). According to Gonzales (2018), when students are required to encode information it encourages new pathways in the brain which supports their memorisation. Note-taking has been found to be common practice in Kenya's schools particularly in relation to different subject areas. However, although it has been recognised as limited as a primary strategy for teaching English language (Hewitt & Tarrant, 2015), it has become prominent because of inadequate numbers of textbooks and other language learning resources (Wambua & Waweru, 2019). Furthermore, according to Enever and Moon (2011), this causes teachers to write on the chalkboard, thus reducing the time that could have been used to teach the competencies associated with the lesson objectives. Despite this shortcoming, the involvement of students in taking notes has been seen as developing a valuable skill and is also seen as supportive of weaker learners in their mastering of spelling and sentence construction, particularly when copying from teachers' exemplars (Coombe & Khan, 2015). Nonetheless, to effectively take notes has been identified as a vital for students both in school

and later at university, but the activity is complex and various subskills needs to be taught (Artz, Johnson, Robson, & Taengnoi (2017); Ipek, 2018; Kiewra, et al., 2017; Siegel. 2020).

## Research Problem

Most commonwealth countries use the English language for instruction at all levels of learning, owing to the importance of its use in education, business, government and Internet, globally. In Kenya, academic achievement in the English language has persistently been below average in national exams due to may problems that face non-formal primary schools starting from inappropriate teaching methods to lack of pedagogical designs, resources, and staff turnover, among other issues (Wabwoba, 2020; Wambua & Waweru, 2019).

Kenya, as an East African country has its own examining body - Kenya National Examination Council (KNEC), which ensures validity and reliability of examinations (other than universities) and conformity to the country's national educational goals. The KNEC administers the annual examinations that apply to students who have completed eight years in primary schooling<sup>1</sup>. Moreover, schools in Kenya have inadequate trained personnel to implement the English curriculum. Despite the government's effort in developing the English curriculum to guide teachers on how to teach and achieve good results the desired outcomes in English have not yet been achieved. The government's goal is *Education for All* (EFA) in line with UNESCO (2015) and the Basic Education Framework (2019. p. 22) states: "English is one of the official languages of communication in Kenya. It is also the second highest spoken language globally. Learners should be taught the foundational skills of reading and writing the English language at the earliest opportune time". Further, the aim is that:

[B]y the end of lower secondary level, learners will be expected to have acquired proficiency in English language so as to be able to use it in the study of other subjects and also prepare them for more advanced study of English language and literature at senior school. They will be provided with varied experiences in listening, speaking, reading, writing and grammar so as to develop communicative competence. They will also be expected to interact with language and literary material both in and outside the classroom (p. 35).

However, the results of national testing continue to show that students have failed to attain the required outcome for English language education and master English literacy skills (Weseka, 2020). This research, therefore, sought to address this problem by exploring how the prevailing pedagogy may be influencing students' acquisition of English literacy. The research objectives were to establish how the three teacher-centred prevalent teaching methods of (a) the lecture teaching method, (b) the demonstration teaching method, and (c) the note-taking method are perceived as influencing students' academic achievement in the national English exams.

## RESEARCH DESIGN AND METHODOLOGY

This study adopted a survey approach, since it supported the research need to explore the pedagogical context of Nairobi non-formal schools in terms of the key stakeholders' (school directors and teachers of English) extent of agreement that the three teacher-centred English teaching methods, which had been known to be common practice, were currently being used (Creswell & Creswell, 2018; Miles, 2019). The survey items were developed to reflect the kind of activities synonymous with the three practices to which the participants provided their rating

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<sup>1</sup> Kenya's education system is based on that of Canada with eight years in primary school, four years in secondary school and four years at tertiary level university.

according to a Likert type agreement scale of five choices: strongly agree, agree, undecided disagree and strongly disagree.

In addition, besides the study's design allowing for a comparison of these stakeholder-groups' level of agreement on the current use of each of the three teacher methods in English classes (Stage One), it also compared their survey results with students' results of their performance in English on their national exams, using the Pearson Product Moment Correlation Coefficient 'r' (Frey, 2018). Data showing standard eight students' performance on the national English exam in 2020 from Nairobi City Council was accessed from Kenya National Examinations Council (KNEC, 2020). For the award of the Kenya Certificate of Primary Education (KCPE), students need to pass a standardised examination of English (Petty, 2009), comprising one part to test grammar, vocabulary and reading comprehension, and a second part written composition.

Table 1 displays students' performance in English for the KCPE over the five years 2015-2020. It compares the statistics for Nairobi and Kibera, which are of particular concern as they the two major slum areas where non-formal education is of vital importance (Thompson, 2001). The national mean shows little variation although a drop of four percent between 2019 and 2020. The mean percentage in English for the three districts considered have been consistently below the national mean over the six years reported, although their results in 2020 were consistent with their past performance compared with the drop in the national average. It is notable also that the results in 2016 show each of these three areas were 21% below the national average.

Table 1: Comparison of mean scores in English for the national KCPE for Nairobi, Kibera and Korogocho, from 2015 to 2020

KCPE Mean %/year	2015	2016	2017	2018	2019	2020
National	51.23	53.84	54.12	54.20	53.20	49.20
Nairobi	45.94	32.40	42.70	46.78	47.70	47.85
Kibera	40.50	32.40	42.70	43.50	42.50	43.60
Korogocho	36.50	32.40	39.70	43.50	42.50	42.80

Source: KCPE Examination report (KNEC, 2020)

### Target Population

Since the research needed to explore the broader situation to ensure sufficient representation of the three teaching methods, Nairobi city was selected as a suitable site for the study because it is a cosmopolitan area with teachers drawn from all parts of the country. Similarly, the schools can also be said to sufficiently represent the current prevailing classroom conditions e.g., in terms of range of student diverse backgrounds, class sizes and the low socio-economic background.

### Sample Size and Sampling Procedure

The population data for the Nairobi City and non-formal primary schools was available from the Nairobi City Council (2018), as shown in Table 2. However, since not all schools participate in the national English exam, the sample of participating schools comprised 23, thirty percent of the total group of 78, but purposively selected to create a subsample whose students were eligible to take the test (Mugenda & Mugenda, 2003). Then each school's director, was invited to participate as they qualified automatically. The teachers comprised a convenience sample where two per participating school accepted the researchers' invitation to participate, totalling 46.

*Table 2: Target population and sample size*

Total Number	Sample Size	%	% of study sample
Public schools	78	23	30%
National Exam Schools	78	23	30%
Directors	78	23	30%
Teachers	180	46	30%

Source: Nairobi City Council (2018)

The survey was administered to both, directors and teachers of English. The choice of using a survey questionnaire was based on the ease of administration and participant accessibility, as well as it being more economical and time saving (Bryman, 2008). In addition, a survey approach was seen as appropriate since it was non-invasive for the participants. It was distributed to be returned to the researchers over a timeframe of two days, taking up to only approximately 10 to 15 minutes to complete.

### Data Analyses

Data were analysed using the Scientific Program for Social Science (SPSS) and Excel. Descriptive statistics were calculated and are presented in the form of frequency counts and percentages.

## RESULTS

This section reports and compares the school directors' and English teachers' level of agreement on the extent to which the three teacher-centred teaching methods are currently practised in English classes. Then it reports on the degree of correlation between each of these groups survey results and the students' results on the national English exam for the primary year eight students. The results for each method are dealt with in turn.

### Lecture Teaching Method

Bearing in mind the lecture method is a process of presenting verbally a lesson's content to the learners, it is basically monologic in being characterized by one-way communication from the teacher to the learner. It involves explaining, developing and evaluating ideas, concepts and then summarizing the main points (Oluoch, 2011). The results of school directors' and teachers' agreement ratings that lectures were used in English classes are displayed in Table 3. The data shows that the teachers' level of agreement that they used the lecture method in their teaching of English was somewhat divided. While almost a half responded positively almost 40% either strongly disagreed or agreed and the remainder were undecided. This suggests that teachers may be more aware of the limitations of this method as pointed out by Gathumbi, Vikiruand, Bwire (2009). They had established that many primary school teachers of English had a problem covering the syllabus and therefore adopted this method. They pointed out that it centres on delivery of content at the expense of employing interactive, collaborative, supportive and interactive learning techniques that are best suited to students' language and literacy development(as described by the current curriculum (KICD, 2019).

*Table 3: Comparison of school directors' and teachers' agreement that the lecture method was used in teaching English lessons*

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Lecture Teachers	12	22	14	26	7	13	12	22	9	17
Directors	3	13	4	17	0	00	5	22	11	48

When the school directors' responses are considered in comparison with the teachers, the data shows that the vast majority (80%) either disagreed or strongly disagreed that the lecture method was prevalent. This shows their preferred position is in keeping with the curriculum in support of interactive teaching methods that enhance learning English communicative skills and empower learners to make meaning and participate in their own learning. As Thompson (2001) pointed out, in contrast, the lecture method reduces learners to passive listeners, robs them of the opportunity to develop, and practice and enhance their speaking skills. This goes against the collaborative approach to language teaching and curriculum (KICD, 2019), in keeping with social constructivist theory, to communicate with others as opposed to studying grammatical rules.

### Demonstration Teaching Method

Recalling that the demonstration method involves teachers demonstrating what learners are required to learn rather than the learners having an opportunity to perform the skill themselves. So teachers typically 'demonstrate' by showing and explaining a concept or a skill, thus, teaching through examples or experiments. Thus, participants were asked to rate the extent to which they agreed that they used this method (teachers) or the method was used by teachers in the schools (school directors), respectively.

Data in Table 3 shows a high percentage of teachers (over half) reported they strongly agreed that they used the demonstration method in their teaching. When those that agreed are also considered that amounts to almost 80%; thus from the teachers of English perspective it would seem the demonstration method is frequently used. These data also show that the school directors' ratings were even more positive at a total of 87%, although the balance between strongly agree and agree show stronger sentiment among teachers. This supports Nayak and Rao's (2011) point on the value of demonstration in it gaining students' attention and having a high interest value when it involves the use of equipment and materials that are new to the learners.

*Table 4: Comparison of school directors' and teachers' agreement on the extent to which the demonstration method was used during English lessons*

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teachers	30	56	12	22	4	7	4	7	4	7
Directors	8	35	12	52	1	4	1	4	1	4

### Note-taking Method

Engaging students in note-taking has been found to be common in non-formal schools because it is seen as supporting learners to encode and preserve information when they write them (Chang & Ku, 2014). However, because it is typically used for students to copy the content of a lesson that the teacher has written on the chalkboard, Enever and Moon (2011) points out this is vital time that could be used for their participation in more interactive learning experiences more relevant to the language learning objectives of the lesson. Table 4 shows the results of the teachers' and directors' ratings on the extent to which they agreed that note-taking was used during English lessons. These data show that the two groups views differed for this method.

While over half the teachers (59%) disagreed or strongly disagreed they used note-taking when teaching English and the remainder's ratings of less than half indicated it was being used; this was contrary to the school directors' view. Almost 90% of school directors' ratings reflected the view that note-taking was in use in English lessons; half of the school directors agreed note-taking was used and a further 35% strongly agreed.

*Table 5: Comparison of school directors' and teachers' agreement that note-taking method was used in teaching English lessons*

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Note-taking										
Teachers	6	11	12	22	4	7	14	26	18	33
Directors	8	35	12	52	1	4	1	4	1	4

To investigate the teachers' and school directors' perceptions further, as noted, Stage Two of the research calculated the Pearson Product Moment Correlation Coefficient on the relationship was computed between the three teacher-centred methods results and students' academic achievement in national exams. The result is shown in Table 6.

*Table 6: Correlation analysis on teacher centred teaching methods on academic achievement in national exams*

Teacher-centred methods	Performance in English	'r'	Strength
Lecture	Pearson Correlation	-0.2378	Small negative
	Based on teachers	-0.2372	Small negative
	Based on school directors	-0.1308	Small negative
Demonstration	Pearson Correlation	0.3453	Medium positive
	Based on teachers	0.088	Very small positive
	Based on school directors	0.1603	Small positive
Note-taking	Pearson Correlation	0.28	Small positive
	Based on teachers	-0.2335	Small negative
	Based on school directors	-0.2266	Small negative

The results of the correlation between the lecture teaching method and students' academic achievement in English correlated negatively at -0.2378. This means that when the lecture teaching method is used in teaching, students' academic achievement in the national English exam was weak. Based on the teachers' responses, the use of the lecture teaching method correlated negatively at -0.2372. The school directors' responses also correlated negatively with performance at -0.1308, thus implying that the use of the lecture method contributed to low achievement in English on the national exam.

When the teachers use of demonstration teaching method in English lessons was considered the resulting 'r' value of 0.3463 indicates there was a small positive correlation with students' academic achievement in the national exams. Similarly, the responses from teachers (0.088) also indicates a small positive correlation with students' achievement in English on the national exam. In addition, based on the responses of directors, the demonstration teaching approach had an 'r' value of 0.1603 also indicating a small positive correlation with students' achievement in English. These small positive correlations imply that teachers use of the demonstration method may contribute to improving students' achievement in English on the national exam.

Consideration of the results regarding note-taking the resultant 'r' value of 0.28 indicates a small positive correlation with students' performance on the national English exam. This is slightly better than the lecture method but less than the demonstration method. However, with respect to correlation of English performance with teachers' and directors' ratings on the use of note-taking, the results for both groups indicated a small negative correlation with a

similar 'r' at -0.2335 and -0.2266, respectively. Thus, while note-taking may support students' English skills regarding their test performance, e.g., help master spelling and sentence construction, teachers' and school directors' small negative correlation suggests that it has limited impact on their exam results.

## DISCUSSION

The correlation results implied that the use of the lecture teaching method negatively influenced students' performance in English on the national exam, thus supporting the argument that a method such as this, where it is focused on one-way communication (teacher to students) with little or no active learner participation needs to be changed. The strategy may not be appropriate for young students because it is difficult to maintain their interest and concentration, so making learning English difficult. As Thompson (2001) has argued, students' performance in learning the English language as L2, relies greatly on teachers implementing pedagogical strategies that meet their needs. This includes the specification of clear learning objectives, selecting content and resources to motivate students and support their interactive learning, as well as incorporating formative assessment where the tasks are also able to evaluate the effectiveness of the instruction (KICD, 2019, Oluochi, 2011; Wekesa, 2020).

In contrast, the demonstration teaching method was found to be positively correlated with students' English exam results, showing a medium strength at 0.3453. This is not so surprising because this method is likely to be more engaging for students since it encourages teachers to use resources to help exemplify and enhance the formation of concepts and make generalisations. This finding supports Gathumbi, et al. (2009) who established that by teachers demonstrating techniques learners are more likely to individually relate to what is presented, thus helping students grasp what is being taught and also reinforce memory retention. This was supported by the ratings of school directors and to a lesser extent by teachers.

While note-taking also showed a small positive correlation at 0.28, teachers' and school directors' ratings, on the other hand, showed a small negative association on a par with their response to the lecture method for teachers and only slightly more than that result for school directors. As discussed, even though a more teacher-centred method, these results support the argument that note-taking has the capacity to help learners with their sentence construction, spelling and comprehension. Out of the three teacher-centred methods investigated note-taking is the one that is most likely to engage students in using their English literacy skills to make meaning despite the emphasis on 'copying' the teacher's notes from the chalkboard. In addition, at some point later they are likely to revisit their writings, thus using their English literacy skills again in relation to a familiar topic and possibly an opportunity to reinforce their learning. In addition, these findings support those of Mujumdar (2010) whose research was conducted in Narok district and advised that teachers should give learners opportunities to actively take part in the teaching and learning process. Moreover, recommendations included that teachers should act as catalysts for students' learning and design language learning experiences to motivate them to engage and meaningfully interact in keeping with the theory of social constructivism as opposed to information transmission. This change could be achieved by implementing a problem-solving strategy and/or project-based learning (Tochon, 2014), where students are able to participate in project work and have input into their own learning, thus drawing upon and relating to their prior knowledge and skills (Otunga, 2013). In this approach students need to use the language for purposes meaningful to them, which can foster their acquisition of English in a way that supports better academic achievement, and ultimately better results in the national English exam.

## CONCLUSION

The study concludes that teacher-centred teaching methods for teaching English language and literacy are dominant in non-formal primary schools, despite them not being recommended for teaching young learners and are contrary to the pedagogical approach outlined in the relevant curriculum guide (KICD, 2019). Additionally, Kibui (2010) found teachers were inadequately, pedagogically prepared, especially in the use of interactive teaching methods and indeed the communicative approach, and appreciation of a dialogic approach (O'Neill & Dann, 2018; Walsh, 2006; Walsh & Li, 2013). Also, their propensity to adopt teacher-centred teaching methods like lecture, demonstration and note-taking, rather than more collaborative, interactive and communicative skills development with student and peer involvement is also likely to relate to large class sizes and lack of teaching and learning resources (Wambua & Waweru, 2019). As the study reinforced a lack of teaching and learning resources in non-formal schools, it concluded that this situation encourages teachers to lecture and write notes on the chalkboard for students to copy during lessons. Thus, overall, without greater resource support and professional development for teachers to be able to understand the why and how of pedagogical change, national English exam results are unlikely to significantly improve.

While the research findings suggest that the prevalence of use of the three teacher-centred teaching methods under scrutiny may be waning, and as the curriculum directs that alternative and more collaborative teaching approaches underpinned by social constructivist theory should be in use (KICD, 2019), there needs to be more research into the issues that cause teachers to maintain past practice. If the reason is related to managing large classes and lack of space and language learning and teaching resources, then this needs to be addressed so that pedagogical change can be supported. For teachers of English to be able to teach more innovatively using approaches like problem- and project- based learning to better relate to students' interests, and encourage communicative interactions through group assignments, dramatisation, discussion groups, use of oral questioning techniques, good practice needs to be exemplified. In addition, future case study research into the actual pedagogy occurring in English classes would be advantageous particularly if observational techniques were deployed supplemented with teacher interviews. This would illuminate the situation further to assist with planning professional development experiences and associated teacher learning resources.

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Address for correspondence: Catherine N. Wawoba, Department of Educational Administration and Planning, University of Nairobi, P.O Box 9000, Nairobi, Kenya.

Email:<catherinewabwoba@yahoo.com>

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