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"EXPLORATION OF THE COMMUNICATIVE APPROACH IN TEACHING ORAL SKILLS OF ENGLISH LANGUAGE"

A CASE STUDY OF SELECTED RURAL SCHOOLS IN TORORO DISTRICT.

BY

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Statement of Declaration:

I declare that this research proposal is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any University or Institution of Higher Learning.

UWERA EMILLY ..... **Date**...20th/02/2023.....

Endorsement by the Supervisor

This research proposal has been prepared under my supervision upon appointment by Busitema University.

Madam Nakazinga Racheal..... **Date**.....20th/02/2023

DEDICATION AND ACKNOWLEDGEMENT.

To Mr. Byiringiro Wilberforce, my father and best friend, thank you for all that you do and all that you are to me. May you be blessed for every effort you have put to make sure I succeed. You are a wonderful helpmate and father, and I love you Daddy.

Thanks to my family and friends who have been so supportive. I appreciate your patience with me and your many prayers that have sustained me.

To my big brother Alinda Brian Byiringiro. Thank you for helping me proof this dissertation to make sure I didn't sound too old-fashioned. Thank you for gracing this report with your wisdom and insight. You are such a delightful brother.

I would like to thank my supervisor Ms. Nakazinga Racheal for being my supervisor and providing invaluable guidance and advice to ensure that I carry out a wonderful research. Madam Racheal you tirelessly gave hours of your time in the foundational chapters of this work. May God bless you. I specially thank the 12 teachers who patiently sat with me whenever I visited their schools answering questions and tirelessly allowed me in their classes to observe you teach and ask more questions after each lesson. Thank you

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Observations showed that some of the teachers who occasionally used translation or explanations in the local tongues were among those who had refused to allow the researcher to observe their classes. The grammar rules were first explained by the instructors who then translated texts and sentences into and out of the student's native tongue. The majority of classes that used direct translation from and to the native tongue had the unfortunate side effect of making the students reluctant to communicate in English because they perceived it as a very difficult language that they were unable to speak. 28
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DEFINITION OF TERMS

Communicative approach: This refers to the method of teaching in which learners are involved in real communication. It bases on the idea that learning a language successfully comes through communicating its real meaning.

Rural Schools: This refers to learning institutions that are located significant distances away from urban centers and always contain large populations of children from poor families. These schools are usually characterized by lower academic achievements and high rates of student mobility.

Performance: It refers to accomplishment of a certain task with purposes of producing results.

Learners: Refers to people who are trying to gain knowledge, skills, values and attitudes by studying, practicing or being taught.

Teachers: Refers to a people, formally educators who help learners to acquire knowledge, competence or virtue as a profession.

Teaching methods: These are broader techniques used to help learners achieve learning outcomes. Teaching methods help learners to master the content and learn how to apply it in different contexts.

Results: This can simply mean the consequences or outcomes.

Speaking skills: These are skills that allow us to communicate effectively. These skills give us the ability to convey the message verbally in a way that the listener can understand.

Lower secondary: Refers to the Ordinary Level secondary particularly from senior one to senior four.

Dhopadhola: This simply means a language spoken by the ‘‘Adhola’’ of Eastern Uganda.

Debates: Refers to a formal discourse of a particular topic often including a moderator and the audience.

Composition writing: This refers to the process of creating a piece of writing for example essays and reports.

Role playing: Refers to the act of one imitating the character and behavior of someone who is different from oneself.

Simulation: Refers to the process of giving learners an opportunity to practice the learned skills in real life situations.

LIST OF ABBREVIATIONS

UNEB: Uganda National Examinations Board.

UCE: Uganda Certificate of Education

Sch: School

NCDC: National Curriculum Development Center.

CLT: Communicative Language Teaching

L1: Language one /first language

Rs: Rural school

D1: Distinction one

D2: Distinction two

C3: Credit three

C4: Credit four

C5: Credit five

C6: Credit six

P7: Pass seven

P8: Pass eight

F9: Failure

ABSTRACT.

This study aimed at investigating how teachers were teaching oral English language skills in rural schools and how that was affecting the students' communication abilities.

To create criteria for evaluating the teaching strategies employed in the chosen schools, the researcher used the communicative approach proposed by Freeman Donald (1996) and P. Gurrey (1961).

Information on the teaching strategies and the teachers' skill was gathered through observation, interviews, and questionnaires.

The performance of the students was evaluated based on the end-of-term results.

Only seven of the 14 teachers who participated in this study in remote schools possessed the appropriate methods, and as a result, their pupils did well on the UCE examinations, according to the research.

However, a lot of secondary school teachers chose the incorrect approaches, which resulted in worse performance than those who followed the suggested guidelines. As a result of this research; I have suggested the communicative language strategy as the best way to teach spoken English language skills.

CHAPTER ONE

1.0 INTRODUCTION

The study's background is given in this chapter. Before discussing the theoretical approach and the theories forming the study, a historical perspective is presented that illustrates the development of English language teaching methods. Finally, the context of what motivated this research is presented.

BACKGROUND

1.1 Historical perspective

English has been taught using a variety of approaches, including the communicative approach, the direct technique, grammatical translation, the reading method, the audio lingual method, and the audio visual method. Since the days of Grammar Translation, when grammar principles were provided at the beginning and then followed by writing exercises and a bilingual vocabulary list, English language instruction in Uganda has advanced significantly. After the vocabulary list, grammatical analysis and translation instruction were used to teach sentence structure in later paradigmatic texts. Every grammatical point was thoroughly addressed, and numerous examples were provided. The grammatical norms were supposed to be retained by the students. Only a small number of Ugandans had the advantage of attending school at this period (Frisby, 1964).

Due to the fact that many students at the time were unable to communicate in English, the Direct Method was developed. This method promoted the teaching of simply the ordinary language. Oral communication skills were developed in small, concentrated classes using a deliberately defined curriculum structured around instructor and student question and answer sessions. Demonstrations, tangible items, visual aids, and the pairing of concepts with abstract terminology were all used to teach grammar. The British teachers who taught English at the period focused on perfect grammatical structures, speech and listening comprehension, and these skills in their teaching methods. In the nursery schools, where English is taught through objects, images, and presentations, this approach is still utilized to a certain level.

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