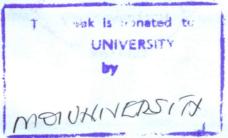# CONTENT- BASED INSTRUCTION: A STUDY OF METHODS OF TEACHING AND LEARNING ENGLISH IN PRIMARY SCHOOLS IN BUTULA DISTRICT, KENYA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION
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ABSTRACT

The purpose of this study was to investigate the elements of Content-Based Instruction and its process in the teaching and learning of English in primary schools. This was accomplished through the following study objectives: to find out how Content-Based Instruction approach is used in the teaching of English in Primary Schools in Butula District; to examine the nature and relevance of material used to facilitate Content-Based instruction approach in English language teaching, to determine the perception of teachers of English to the use of Content Based Instruction in the teaching and learning of English, to determine the perception of learners to the use of Content Based Instruction in the learning of English and to investigate the challenges the teachers of English face in the attempt to use Content Based Instruction. The theoretical framework was based on Krashen's theory of input hypothesis which states that language acquisition is based on input that is meaningful and understandable to the learner; learners should be exposed to different learning situations in order to comprehend what they are taught in the classroom. Levy Vigosky's social development theory of learning was also used. The study used descriptive survey design, which is suitable for the study of behaviour, attitudes, values and characteristics. The target population constituted 74 primary schools in Butula District. Proportionate simple random sampling was used to select 21 schools which is 30% of the target population. A total of 21 standard 7 teachers of English and standard 7 pupils of the sample schools were used as the sample population. Twenty one lessons were observed and 210 pupils' exercise books were analysed. The primary instruments of data collection were questionnaires, document analysis, interview schedules and structured observation. The data collected was analysed by use of descriptive statistics and was presented in graphs, tables and various thematic areas based on study objectives. This study found out that teachers' ability to use CBI was low although the attitude was high. The teachers found value in CBI. However, they lacked proper understanding of the methods. It is hoped that this study will provide insight for curriculum developers, policy makers, language educators and teachers to understand and use Content Based Instruction.