THE CHALLENGES OF ENGLISH AS A SECOND LANGUAGE: A CASE STUDY OF LUTSANGANI SECONDARY SCHOOL KILIFI COUNTY, KENYA

BY

TERESIAH W. MUTUA

A RESEARCH PROJECT SUBMITTED IN PARTIAL

FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF

MASTER OF ARTS IN LINGUISTICS UNIVERSITY OF NAIROBI

NOVEMBER 2013

DECLARATION

This research is my original work and has not been presented for a degree in any other university or institution for any other purpose.

Signature…………………………………..   Date …………………………………...

Name: **TeresiahWayuaMutua**

REG NO**: C5O/66064/2011**

This research has been submitted for examination purposes with my approval as university supervisor.

Signature……………………………………………………Date……………………..

Name of supervisor: **Dr. I. Mwaniki**

Signature……………………………………………………Date……………………..

Name of supervisor: **Mr. H. Manyora**

The project is dedicated to my loving husband Joseph, son; Randy, and my parents

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

UN – United Nations

UK – United Kingdom

US – United States of America

ELF – English as Lingua Franca

ESL – English as a Second Language

EFL – English as a Foreign Language

KCSE – Kenya Certificate of Secondary Education

UPM - Universiti Putra Malaysia

ABSTRACT

This study sought to find out the Challenges of English as a second language with reference to secondary schools. It tried to establish whether attitude, motivation, cultural background and language policy affects English proficiency. The area of study was Lutsangani Secondary School, Kilifi County, Kenya. This study adopted a descriptive survey where populations were investigated by selecting samples to determine occurrences. The target sample population was drawn from the senior classes because they were assumed to be more exposed to English language than their counterparts in junior classes through purposive sampling. Stratified sampling was used to identify sub-groups in the population and their proportions then formed a sample from each selected sub-group. Questionnaires were used to collect data from students while interviews were used on teachers of English. The data collected was analyzed through descriptive statistics for quantitative data and inferential analysis for qualitative data. The data was presented in tables and charts. The study formulated necessary recommendations and also came up with suggestion for further studies on the place of English in the Coastal community.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

It has for some time now been widely acknowledged in applied linguistics that non-native speakers have come to outnumber native speakers of English, that in fact most interactions in English take place in the absence of the latter (e.g. Graddol 1997, 2006). There have been numerous papers and book-length treatments on the implications of the spread of English, including issues such as the question of ownership (Widdowson 1994, 1997), the normative model in second language pedagogy (Cook 1999; Parakrama 1995), and reconsiderations of the nature of communicative competence (Alpetkin 2002; Leung 2005).

English has established its position as the global *lingua franca* beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalisation, networking, economic integration, and the Internet. It has been subject to much debate and has raised many fears. English has been seen as a threat to local languages and cultures, or alternatively, its global uses have been seen as a threat to Standard English(Crystal, 2001). At the same time, English has been welcomed as a vehicle of efficiency in for example business and science, or as a new means of communication for globally emergent localities in a variety of non-mainstream subcultures.

The spread of English from the British Isles has taken place over a long period, starting from the late 12th century, and it has taken different forms in different parts of the world. In some cases newnative varieties developed, like those spoken in North America and Australia along with British English. In other cases, again, English was adopted as a second language in

mainly Africa and Asia, and the resulting varieties are often spoken of as 'outer circle' varieties or 'World Englishes'. The latter have not gained equal prestige to the native (core) varieties, but there has been fairly extensive descriptive research carried out on their specific as well as shared features. Kachru's work since the 1980s (e.g. Kachru 1982, 1985) has raised awareness of the issues relating to World Englishes, and important research has been done towards the description of these varieties, notably for instance brought together in Platt, Weber and Ho (1984) and Kortmann and Schneider (2004).

In many countries English is the dominant language, but does not have official status. In Australia, English is spoken by the vast majority of the population and is the only language used in government institutions, but Australia does not have an official language. The case is the same in the United Kingdom and the United States, though many states and regions within the US do have English as an official language.

It is important to note that English is the sole official language of the Commonwealth of Nations and the Commonwealth Games (Commonwealth Games Federation Constitution, 2011). It is also one of the official languages of the United Nations (UN) and one of the working languages of the UN Secretariat, the European Union and the International Olympic Committee. Many of these countries are current or former colonies or dependencies of the UK or of the US, itself a former colony of the UK. Of such countries, India consists of the greatest number of speakers of English and the de facto official language alongside other languages though the language policy of India is one of the most complex ones.Kenya is among the countries where English is considered the official language and is enshrined in the country's constitution alongside Kiswahili,

In contrast to the native and the established second language varieties, the use of English as a lingua franca (ELF) has been hotly debated but relatively little studied. English as a language of communication between speakers for whom it is an additional language is assuming an increasinglyvital role outside countries where English has an official status. The consequences of this to the development of English and our understanding of the language are surely worth attention in English Studies.

A description of the language situation of Kenya is not an easy and straight forward task as one would anticipate. This is because the country is culturally, racially and linguistically heterogeneous with policies that are somewhat ambiguous and this, therefore, presents a complex language situation that makes English as a language challenging. Webb &Kembo-Sure (2000) put the tribes of Kenya at 42 with the majority of the tribes coming from the Bantu speakers.

English, the former colonial master's tongue is the official language that is used in education, judiciary, government, international business, parliament, diplomacy, etc. It therefore is the language that many people seek to learn for obvious perceived monetary gains. Kiswahili is the co-official and national language. It is used for inter-ethnic communication and (especially oral) government and parliamentary business. It is only allowed (subject to the availability of interpreters) only in lower courts but all court records are kept in English (Kembo-Sure &Ogechi 2006, Republic of Kenya 2010). In addition, it is a compulsorily taught and examined subject up to form 4 and is a discipline at university level. The other indigenous Kenyan languages are for intra-ethnic communication at home. They are used to introduce education in the rural areas up to standard 3 when English takes over. In urban and

semi-urban areas either English or Kiswahili is used to introduce education depending upon which one is dominant in the catchment area.

The study looked at the challenges that face English as a language and especially from a school based approach. The study was carried out in an all-inclusive gender representation to find out if gender can be used to establish such challenges that are found in the advancement of English as a language. The area of research wasLutsangani Secondary School, Kilifi District, Kilifi County, Coast region.

Kilifi County is located in the Coast and constitutes five constituencies (Bahari, Kaloleni, Ganze, Malindi and Magarini) with an area of 12,610km^2. Kilifi District borders TaitaTaveta to the west, Malindi to the northwest, Mombasa and Kwale to the south. The position of the district put it in a strategic location for industrial growth in the Kenyan coast. It borders Mombasa (the second largest city in the country) and Kenya's main seaport of Kilindini.

Kilifi district is divided into seven administrative divisions namely: - Kaloleni, Bahari, Chonyi, Kikambala, Ganze, Vitengeni and Bamba. It has 36 locations and 108 sub locations.Settlement patterns in the district are influenced by infrastructure network (roads, water, and electricity) and the agricultural potential of the zones (Republic of Kenya, 2005). The county has about 64 public secondary schools (Secondary schools in Kilifi County, 2013) to cater for the growing schooling population.Kilifi District Development Plan 2008-2012 notes that the total enrolment in secondary schools stood at just about 8,126 (Republic of Kenya, 2008). Lutsangani Secondary school is a Mixed Day & Boarding public school. It attracts students from within and also without the district. The predominant language of the area and of the majority students is Kichonyi, a sub-tribe of the Mijikenda tribe. The school

population stands at 811 with 531 boys and 280 girls. The school has four streams per each form with only one stream being for girls.

1.2 Statement of the Problem

The language policy of Kenya presupposes that any Kenyan educated up to Grade 12 (form 4) is bilingual or trilingual in English and Kiswahili plus a mother tongue if s/he was brought up in the rural areas. In reality, however, policy and practice are not always in tandem (Wolff 2002, Kembo-Sure &Ogechi 2006 a & b). In many primary schools, children have a 'they-code' (English) forced on them through rewards and punishment (Ogechi 2003) for using or not using English. The pupils in turn resort to a 'we-code' in the absence of teachers, outside classrooms. That is, they use mother tongue, Kiswahili and at times code switching interaction.

The above observation clearly points out that learners in school have been left with less choice or no choice at all in regard to the language that should be used in school, that English is an imposed language that learners have to live with. Because of this, there is a ball game played by trainers and learners of the language that hampers the language outlook especially among the learners who are left with only the choice of learning the language regardless. It is important to note that except for Kiswahili and other foreign languages (that are normally optional), all other subjects are supposed to be taught in English. This automatically informs a reader that there is rigidity of learners to use English as their preferred medium of communication and therefore brings about the use of punishment and rewards to enforce the adoption of English as the general medium of communication, teaching and learning.

In spite of the important role played by English language in Kenya, this rigidity of leaners perhaps leads to the persistent complaints about falling standards of both written and spoken English since the late 1950s (Hawes, 1979; Oluoch, 1982; Iyumagomya, 1989). Since 1985, substantial blame at secondary school level is put on the integrated approach to the teaching and learning of English designed and implementedin schools (K.I.E., 2002).It therefore is clear that English though being an old Subject in school setting and the principal medium of curricula implementation has received resistance from learners may be due to its complex nature as compared to local languages and therefore posing serious challenges to both trainers and trainees.From a school perspective, trainees can hardly express themselves properly or interpret intermediate English well. Most of the times, they resort to code switching when communicating even during English lessons. These challenges have led to poor performance of the language in schools and therefore, this study lookedat some of these challenges and suggested alternatives or solutions to such challenges to inform policy makers and other stakeholders to help transform the situation positively. It will also open up windows for further probe by scholars and researchers, and inform the public on the position of English as a language among young Kenyans; how they perceive it and how it may be approached in its development. The study was conducted in Lutsangani Secondary School of Kilifi District, Kilifi County.

1.3 Operational Definition of Terms

Lingua franca: a language that is adopted as a common language between speakers whose native languages are different according to the online Oxford dictionary.

Official language: The language that is approved by the government of a country, taught in schools, and used in legal and official documents.

National language:"Language in widespread and current use throughout a specific country or in parts of its territory, and often representative of the identity of its speakers. It may or may not have the status of an official language. Example: Rhaeto-Romance (Ratoromanisch) in parts of Switzerland"(United Nations Group of Experts on Geographic Names, 2002).

Language policy:"Language policy is about choice. It may be the choice of a specific sound, or expression, or of aspecific variety of language. It may be the choice regularly made by an individual, or a socially definedgroup of individuals, or a body with authority over a defined group of individuals" (Spolsky, 2005).

English as a Second Language (ESL): the teaching of English to speakers of other languages who live in a country where English is an official or important language(Cambridge Advanced Learners Dictionary & Thesaurus).

English as a foreign language (EFL): English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country (Macmillan Dictionary)

It is important to note that according to the online dictionary, "ESL (English as a second language)... and EFL (English as a foreign language) all refer to the use or study of English by speakers with a different native language."

Barber (2000) says that "The distinction between second language and foreign language is not, however, a sharp one"

1.4 Objectives of the Study

This studyfocused on the following objectives:

1. To investigate the role of attitude to competence in spoken and written English

2. To determine how motivation promotes development of English as L2

3. To explore how cultural background affects English learning and usage

4. To find out howschool language policy impacts on the usage of English among learners

1.5 Hypotheses

The study was guided by the following hypotheses:

1. Attitude affects proficiency in spoken and written English.

2. Motivation promotes development of English as L2.

3. Cultural background affects English learning and usage.

4. School language policy impacts the usage of English among learners.

1.6 Justification and Significance of the Study

Performance in English has not been that encouraging throughout the Republic of Kenya and more so in the Coastal region. Little or no studies have been conducted to look at the challenges facing English and especially in Kilifi district. The study was not onlyimpelled by poor performance (since it is the most available tool of evaluation adopted in Kenyan schools, one cannot ignore the data gained from examination assessments) but also through direct interaction with members of the area, mostly students at secondary schools.

The study aimed at informing policy makers and implementers, sponsors of education in the region, scholars and academicians as well as other stakeholders on the highlighted challenges facing the language of English in secondary schools to reach a thorough reconnaissance.

1.7 Scope and Limitation

The study aimed at establishing relationships of factors such as attitude, motivation, cultural background and school language policy to the development and competence of ESL in secondary schools. The study waslimited to Lutsangani secondary school that has both boarders and day school learners. Care was taken to ensure that both categories of learnerswere included in the sample for effective analysis. Being a mixed school, both boys and girls were sampled for quality purposes.

1.8 Conceptual Framework

Independent Variables

Dependent Variables
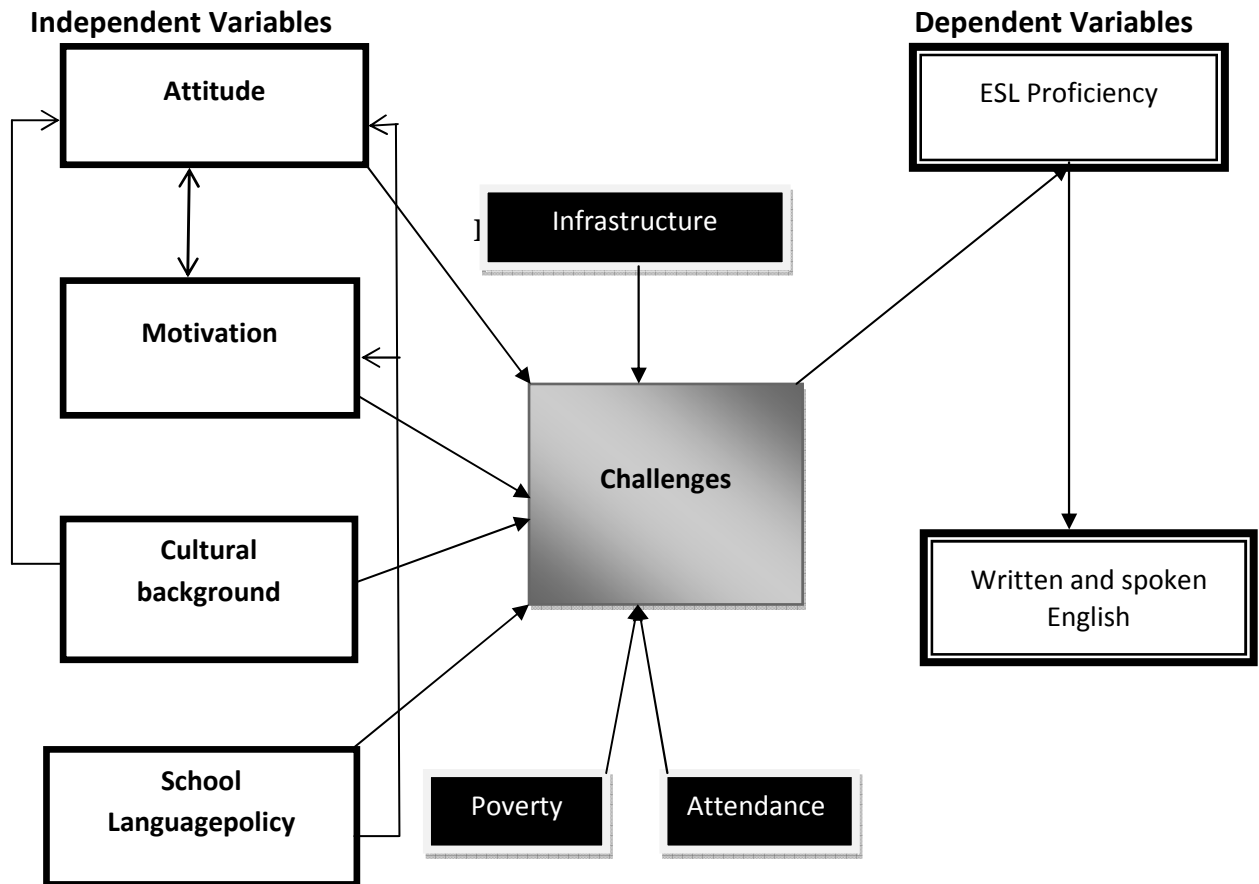
Fig 1.1 A conceptual framework for the challenges of English as a second language

Source: Adopted and modified from Oso&Onen (2005:26) A General Guide to Writing

   Research Proposal and Report

In the above model, cultural background as well as school language policy affects attitude of the learner. Also school language policy affects motivation while motivation and attitude are inter-related. The above mentioned variables are deemed as the challenges that influence the proficiency of ESL in both written and spoken to learners. However, the said challenges might be influenced by the extraneous variables in the model above. For example, poverty may influence the presence of a student in school therefore disadvantaging them on their

proficiency of English. Similarly, a school with limited infrastructure may fail to expose a student to the required standards of English.

1.9 Literature Review

1.9.1Rationale for teaching English in Kenyan schools

According to the integrated approach, the following are pursued as the objectives of English Language Teaching for secondary schools in Kenya: At the end of the secondary school English course, the learner should be able to; listen attentively for comprehension and respond appropriately; use listening skills to infer and interpret meaning correctly from spoken discourse; listen and process information from a variety of sources; speak accurately, fluently, confidently and appropriately in a variety of contexts; use non-verbal cues effectively in speaking; read fluently and efficiently; appreciate the importance of reading for a variety of purposes; develop a life-long interest in reading a wide range of subjects; read and comprehend literary and nonliterary materials; read and analyze literary and non-literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experiences in these works; appreciate and respect own as well as other people's culture; make an efficient use of a range of sources of information, including libraries, dictionaries, encyclopedias and the internet; use correct spelling, punctuation and paragraphs; use a variety of sentence structures and vocabulary; communicate appropriately in functional and creative writing; write neatly, legibly and effectively; use correct grammatical and idiomatic forms of English; think creatively and critically; appreciate the special way literary writers use language; appreciate the universal human values contained in literary works (K.I.E., 2002).The Kenya Certificate of Secondary Education (K.C.S.E) examination is expected to

measure whether the learners have reached the required standards or not. Objectives are important because they define what the syllabus sets out to achieve and create unity in emphasis among the teachers involved in the teaching.

1.9.2 Factors affecting Competence in ESL

1.9.2.1 Attitude and Motivation

"People who are too concerned with how well they are doing will be less successful and feel less competent than those who focus on the task itself... Some psychologists call it a conflict between ego-orientation, or between extrinsic and intrinsic motivation... but in all cases, what counts is whether attention is turned away from the task at hand and focused on the self and its future rewards, or whether it is instead trained on the task itself. The latter attitude seems the more fruitful." Author unknown

Attitude affects levels of motivation and can make a difference in a student's academic career. For example, compulsory readings and memorization of terms versus classroom involvement and social interaction can influence a learner's attitude. One area of learning that is unique, when compared to other types of learning, is foreign language learning. When learning a foreign language, students must take something that is initially unknown and make it a part of who they are. Techniques in the field of teaching foreign language differ and can be unique learning experiences. Students experience diverse emotions, as well as various levels of success, while learning a foreign language.

Wenden (1991) states that "the term 'attitudes' includes three components namely, cognitive, affective and behavioural. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions

that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the behaviouralcomponent refers to one's consisting actions or behavioural intentions towards the object."

Van Els et al. (1984:116) suggests that "it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which".

Learning a language is closely related to the attitudes towards the languages. Karahan (2007:84) postulates that "positive language attitudes let learner have positive orientation towards learning English". As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success orfailure in their learning.

Gardner (2006) states "motivation is a very complex phenomenon with many facets…Thus, it is not possible to give a simple definition". According to the behaviouristic perspective, motivation is quite simply the anticipation of reward (Brown, 2000:160) while cognitivists view the term motivation as being more related to the learner's decisions. However, in the constructivists' definition of motivation, they place "further emphasis on social contexts as well as the individual's decisions" (ibid).

The importance of motivation in enhancing second/foreign language learning isundeniable. Brown (2000:160) states that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". Gardner (2006) posits that "students with higher levels of motivation will do better than students with lower levels" and adds that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities,

expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc".

second/foreign language learners often refer to a distinction between two types of motivation namely, instrumental versus integrative motivation (Brown, 2000). Gardner (1983) defines instrumental motivation as learning a language because of someone or less clearly perceived utility it might have for the learner. Wilkins (1972:184) puts it more specifically that a learner is instrumentally motivated when he/she wants to learn a language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educationalsystem requires it".

On the other hand, integrative motivation was defined as "learning a language becausethe learner wishes to identify himself with or become integrated into the society" of thetarget language (Gardner, 1983). Therefore, a learner is integratively motivatedwhen he/she learns a language because he/she wants to "know more of the culture andvalues of the foreign language group… to make contact with the speakers of thelanguages… to live in the country concerned" (Wilkins, 1972:184).

Cooper and Fishman (1977)mentioned a third type of motivation which they termed "developmental". Developmentalor personal motivation, according to them, refers to motivation relating to "personaldevelopment or personal satisfaction" (Cooper & Fishman, 1977:243). This includessuch activities as watching movies and reading books in English (ibid).

Vijchulata and Lee (1985) reported on a study that investigated the students'motivation for learning English in Universiti Putra Malaysia (UPM) revealed that UPM students are both

integratively and instrumentally oriented towards learning the English language.Another study by Sarjit (1993) attempted to explore the language needs of consultants at a company. Learners' motivation was of concern in the study. The studyfound that instrumental motivation was the main reason for learning the languagefollowed by personal motivation.

Buschenhofen (1998) sought to assess the attitudes towards English among year 12 and first-year university students. To collect the data, he administered a questionnaire on approximately 50 % of year 12 and first-year university students in Papua New Guinea. Both groups were contrasted in terms of their tolerance towards the use of English in a variety of contexts. The results indicated (1) a generally positive attitude by both groups towards English and (2) some significant attitudinal differences in relation to specific English language contexts. Buschenhofen attributed such differences to the changing social, educational, and linguistic conditions which characterize the transition from year 12 to university education.

A more recent study has been carried out by Karahan (2007) in the Turkish EFL context. The motive of his study arose from the complaints raised by learners, teachers, administrators, and parents about why most of Turkish EFL students cannot attain thedesired level of proficiency in English. Therefore, he conducted a study to find out therelation between language attitudes and language learning which is a missing point ofdiscussions on the problems of teaching English in Turkey. More specifically, Karahantried to identify the interlaced relationship among language attitudes, the starting age oflanguage learning, and the place where the individual started to learn language withinTurkey EFL context. The findings indicated that although the students were exposed to English in a school environment more frequently than other students at public schools, they had only mildly

positive attitudes; especially female students had higher rates. In addition, the subjects recognized the importance of the English language but interestingly did not reveal high level orientation towards learning the language. On theother hand, the results revealed that the subjects had mildly positive attitudes towards the English based culture but they were not tolerant to Turkish people speaking Englishamong themselves.

The above findings informed this study to investigate attitude in four tiers: attitudestoward the use of English in the Kenyan educational context, attitudes toward theuse of English in the Coastal social context, attitudes toward the English language and attitudes toward the culture of the English Speaking World.

1.9.2.2 Cultural background

Our cultural orientation begins at birth. As we grow and learn our first language, we are acculturated into a particular way of life. It follows, therefore, that when a second language learner begins a new language, the learner is no more a "blank slate" culturally than they are linguistically. Savignon and Sysoyev (2002:510) say that " learning of foreign culture does not start from "an absolute zero". By the time learners begin the study of a L2 context and its culture, they have already formed certain concepts, stereotypes, and expectations about L2 cultural realities. These expectations are not fixed and immutable. But they will influence the way learners comprehend and interpret a L2 culture".

Our cultural background shapes our attitudes, emotions, beliefs, and values, and the associated dangers of projecting one's native structure of reference on that of the culture being studied. The notion of projecting values and a frame of reference has been recognised in foreign language teaching, and perhaps most especially in teaching EFL. Notable in this

respect is the special role and status of English as a global language. For example, Byram, Morgan and colleagues (1994: 15) list among the goals of foreign language teaching the development of "positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations."

For Lindsay, Robins and Terrell (1999:26-27) "Culture is everything you believe and everything you do that enables you to identify with people who are like you and that distinguishes you from people who differ from you. Culture is about groupness. A culture is a group of people identified by the shared history, values, and patterns of behaviour."

Hymes (1974:51) defines culture as a "speech community": a group 'sharing knowledge of rules for the conduct and interpretation of speech'. Such sharing comprises knowledge of at least one form of speech and knowledge of its patterns of use. Hymes' concept of speech community sets out a central role for speech—in the ways it connects and holds the members of the group together, and in the ways it works to sustain the group. The emphasis on the *conduct* and *interpretation* of speech foreground the ways in which language functions to create meanings in a particular context of use.Thus, the definition by Hymes stretches well beyond simply a requirement for a shared linguistic code. Inherent in this definition also is culture as evolving and changing through interaction among participants.

Kitao (2000) cited in Genc, B &Bada,E (2005) giving reference to several authors lists some of the benefits of teaching culture as follows:

 • Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful (Stainer, 1971).

- From the perspective of learners, one of the major problems in language teaching is to conceive of the native speakers of target language as real person. Although grammar books gives so called genuine examples from real life, without background knowledge those real situations may be considered fictive by the learners. In addition providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places (Chastain, 1971).

- The effect of motivation in the study of L2 has been proved by experts like Gardner and Lambert (1959, 1965, 1972). In achieving high motivation, culture classes does have a great role because learners like culturally based activities such as singing, dancing, role playing, doing research on countries and peoples, etc. The study of culture increases learners' not only curiosity about and interest in target countries but also their motivation. For example, when some professors introduced the cultures of the L2s they taught, the learners' interests in those classes increased a lot and the classes based on culture became to be preferred more highly than traditional classes. In an age of post-modernism, in an age of tolerance towards different ideologies, religions, sub-cultures, we need to understand not only the other culture but also our own culture. Most people espouse ethnocentric views due to being culture bound, which leads to major problems when they confront a different culture. Being culture bound,they just try to reject or ignore the new culture. As if it is possible to make a hierarchy of cultures they begin to talk about the supremacy of their culture. This is because they have difficulty understanding or accepting people with points of view based on other views of the world. This point is also highlighted by Kramsch (2001)

People who identify themselves as members of a social group (family, neighbourhood, professional or ethnic affiliation, nation) acquire common ways of viewing the world through their interactions with other members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization through their lives. Common attitudes, beliefs and values are reflected in the way members of the group use language-for example, what they choose to say or not to say and how they say it (p.6).

McKay (2003) contends that culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. For example, while some textbooks provide examples from the target culture, some others use source culture materials.

1.9.2.3Language policy

Language policy formulation has always been a hot socio-political topic especially where it is perceived that the 'native language and culture' will be contaminated with 'foreign language'. The following observation was made by Reesor (2002, cited in Hagerman, 2009:51) "The Japanese view of foreign languages has historically been ambiguous and contradictory. The simultaneous desire to embrace and repel foreign influence is a recurring theme … There is a desire to learn about the outside world, but at the same time, this is tempered by a genuine fear of the consequences that such knowledge might bring. {This pattern} has become entrenched in Japanese foreign language policy."

Hagerman concludes that:

It is widely believed that Japanese are poor at learning English. There has been much hand-wringing over the fact that Japan is outperformed by most other nations on English tests, despite the fact that polices have been formed and reformed and great effort has been put into English education and promotion. By examining past and present policy regarding English it becomes clear that there are great contradictions between stated objectives and actual practice. Moreover it is obvious that English education has been consistently used as an instrument to further economic development while being held back by a fear of outside influence.

...For all of the effort that has gone into foreign language education, individual bilingualism has not been greatly affected by policies. Education policies have been implemented purely for the use of foreign language as a means to knowledge, trade, and internationalization. The various bilingualism proposals have also been predicated on state rather than individual needs and aspirations. Meanwhile, the rights of distinct cultures within Japan have been largely ignored (Hagerman, 2009:61-62)

In a study conducted by Angrist, Chin & Godoy(2006) to find out whether Spanish-only Schooling was responsible for the Puerto Rican language gap, the following observations were made:Changes in Puerto Rican language of instruction policies, culminating in the 1949 language reform eliminating English instruction, provided a unique opportunity to assess the long run consequences of English-intensive instruction for the English-language skills of a

Spanish speaking population. The results suggested that the change from English to Spanish as the medium of instruction in public schools had little effect on Puerto Rican Englishproficiency, at least as far as self-reported English-speaking skills were concerned. The results were said to be especially unexpected given the presumption by American policymakers at the time that English-only instruction was the best way to raise English proficiency among Puerto Ricans.

Their findings further revealed that there was contrast with those reported by Angrist and Lavy (1997), who evaluated the effects of a similar language reform in Morocco—in their case, a change from the colonial language (French) to Arabic in middle and secondary schools whose results showed a marked decline in French-language skills among affected groups. However, they said that they found a significant effect on French writing skills, but not on French reading skills and added that a more detailed analysis might have shown a similar pattern in Puerto Rico. They observed that another likely difference between the Puerto Rican and Moroccan experiences is the relatively abundant supply of French speakers in Morocco, including French citizens and an educated workforce comfortable with a French-speaking milieu.

Angrist, Chin & Godoy further observed that while their results suggested English-intensive instruction was not sufficient for improved English-language skills, there was good circumstantial evidence that English-intensive instruction was not necessary for good English-language skills either. They used a 2000 survey report where it was recorded that 41% of Europeans said they knew English even though their language of instruction was a non-English mother tongue, with English taught only as a foreign language. Moreover, 80 percent of those surveyed in Denmark, the Netherlands, and Sweden knew some English, and

60% of respondents in these countries reported "good or better" English. They also observed that both the continued use of colonial language instruction in many former colonies and the American movement away from native-language instruction for immigrant children are partially motivated by the belief that children instructed in a non-native language will have better non-native language skills but that for the Puerto Rican-born, at least, that did not appear to be true.

Malaysia as a country comes out as one which has had to undergo changes in the quest of promoting indigenous languages but still remain abreast with the globalization trend. To do this it had to make various language shifts between local languages and English some of which were very drastic and even difficult to implement. The language that was previously used was English but after independence the pressure to promote local language led to the adoption of BahasaMelayueven at higher level of learning. Translation of materials from English to BahasaMelayu was a major challenge since the pace was slow. Later on, the government had to re-introduce English as a language of science and mathematics right from primary year to other years (Gill, 2005).

From this literature, it emerges out clearly that English ought to be embraced and especially when it comes to dissemination of knowledge. How to go about it has always been a ball that is played all over the world and especially to those who perceive it as a threat to their nationality; Kenya has not been left out in this battle though in as far as language of instruction is concerned no single report has advocated for its abolishment.

1.10 Summary of Methodology

This study adopted a descriptive survey where populations were investigated by selecting samples to determine occurences.

The study was conducted in Lutsangani Secondary school, a mixed day and boarding school with a total population of 811 students. The sample consisted of students from the two senior classes, that is, form three and four. The forms were made of four streams where each form was made of three forms for boys and one stream for boys and one stream for girls. The total population for the senior classes was 391.

The study employed stratified sampling technique that identified sub-groups in the population and their propotions and selected from each sub-group to form a sample. Questionnaires and interviews were the preferred data collection tools. Questionnaires were used to collect data from students while interview was used on teachers of English.

Quantitative data collected from the closed ended questions was analysed based on the objectives and hypotheses of the study. The data was presented in tables and charts.

CHAPTER TWO

METHODOLOGY

2.0 Introduction

This chapter highlights a description of the research design, the target population and sampling technique, data collection methods, quality control techniques, ethical considerations and data analysis.

2.1 Research Design

This study adopted a descriptive survey where populations were investigated by selecting samples to determine occurrences (Oso&Onen, 2005). The study was concerned with an investigation of how attitude, motivation, cultural background and school language policy affect English as a second language. The design therefore provided quantitative as well as qualitative description of some part of the population.

2.2 Population and Sampling Techniques

2.2.1 Population

The study was conducted in Lutsangani secondary school, a mixed Day and Boarding school with a total population of 811 students. The school was considered appropriate for providing a suitable sample due to its heterogeneous population whichwas large enough to provide a good sample that represented the characteristics of the entire population not only in the school but also the entire region. For triangulation purposes and quality of the research, teachers of English were also incorporated in the survey. A pilot study was carried in another school which was not included in the actual study.

2.2.2 Sample

The sample consisted of students from the two senior classes made of form three and form four classes. The forms were made of four streams where each form was made of three streams for boys only and one stream for girls only. The total population for the senior classesand subsequent distribution is described in the table below. This sample was preferred for their extensive exposure to English than their colleagues in junior classes and was therefore assumed to give a better feedback. This sample was reached through purposive sampling.

Form	Girls	Boys	Totals
Three	67	132	199
Four	61	131	192
	128	**263**	**391**

Table 1 Population distribution of senior classes students

2.2.3 Sampling Techniques

The study employedStratifiedSampling technique that identifies sub-groups in the population and their proportions and select from each sub-group to form a sample. Since the school had a representation of all schools in one, that is, it hadboth gender representation and was partly day as well as partly boarding, the Stratified Sampling technique ensured that the population was grouped into separate homogenous subsets that shared similar characteristics and ensured equitable representation of the population sample (Oso&Onen, 2005).

The above technique was deemed appropriate since the target population was not uniform in characteristics. Therefore, the accessible population sample was stratified into homogenous groups to ensure proportional representation of subgroup as well as to account for different characteristics of the group (Oso&Onen, 2005).

2.3 Data CollectionTechnique

Data is anything given or admitted as a fact on which a research inference will be based. It is anything actual, or assumed as a basis for reckoning."(Oso and Onen,2005)

2.3.1 Instrumentation

Questionnaires and interviews were the preferred data collection tools. Questionnaires were used to collect data from students while interview was used on teachers of English.

Questionnairewas suitable because the target population was literate and it facilitated quick and easy derivation of information over a short period of time. To overcome the challenge of unrelayed forms, the researcher physically collected the instruments. The approach of the questionnaires was semi- structured to allow for balance between quantitative and qualitative data.

The questionnaires included the variable that could not be directly observed such as views, opinions, perception and feelings of the respondent. Data collected was presented and discussedbased on the responses in the questionnaires.

Interviewwas used to collect information that could not be directly observed or was difficult to put down in writing. It was a preferred instrument as it allowed the researcher to gain

control over the line of questions as well as to obtain historical information (Oso&Onen, 2005).

2.3.2 Research Procedure

Quantitative and qualitative data were collected from 194 (49.6%) respondents and 3 (75%) of interviewees from 391 student target population and 4 teachers of English population respectively during the month of June and July.The data was collected by the researcher in person.The target student population was stratified into day school learners and boarders then into girls and boys as the operational strata.

2.4 Quality control

This refers to the validity and reliability of the instruments. Validity refers to the degree in which a test or other measuring device is truly measuring what it is intended to measure(Heffner, 2004).A pilot study was conducted in another school not included in the research to establish the validity of the instrument.

Reliability refers to the degree to which an assessment tool produces stable and consistent results (Phelan & Wren).The study used the Test-retest reliability where the questionnaires were administered to another school not included in the research and one week later, the same questionnaires were administered to the same respondents of the pilot study and both results coded. The obtained correlation coefficient indicated the stability of the scores(Phelan & Wren).

2.5 Ethical Consideration

Respondents were made aware of the relevance and importance of the study and assured of privacy and confidentiality of the information that was sought. They were also informed that participation was out of free will and that they could withdraw at any point of the study. They were guaranteed that the data collected there was to be used for the intended purposes only. No name was required anywhere in the course of the study.

2.6 Data Presentation and Analysis

Quantitative data collected from the closed ended questions was analysed based on the objectives and research hypothesisof the study. Descriptive statistics usedincludedmean and frequencies while inferential statistics was basically the correlation analysis. The data was presented in tables and charts.

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

3.0 Introduction

This chapter looks at data presentation, analysis and interpretation based on learners' attitude, motivation, cultural background and school language policy influence on the proficiency of ESL. Data collected from students was primarily through questionnaires. Effort was made by the researcher to clarify the terms used in the questionnaire. The response or return rate of the forms was 100% because the exercise was supervised by the researcher and the administered forms collected immediately. Qualitative data was collected from three teachers of English through interviews. The presentations of the findings are as below.

3.1 Demographic Characteristics

This section presents characteristics of respondents' gender, form, mode of learning and age as below:

3.1.1 Gender of Respondents

Table 2Gender of respondents

	Frequency	Percent	Cumulative Percent
Male	120	61.9	61.9
Female	74	38.1	100.0
Total	194	100.0	

According to Table 2 above, the number of male respondents was 120 which represented 61.9% while that of female was 74 which translated to 38.1% of the total respondents.

3.1.2 Year in Secondary

According to the results shown in Table 3 below, majority of the respondents were in form 3 with 116 students (59.8%) while those in form 4 were 78 in number (40.2%).

Table 3 Year in Secondary

	Frequency	Percent	Cumulative Percent
3	116	59.8	59.8
4	78	40.2	100.0
Total	194	100.0	

3.1.3 Respondent's Mode of Learning

Table 4 Respondent's Mode of learning

	Frequency	Percent	Cumulative Percent
Day	67	34.5	34.5
Boarding	127	65.5	100.0
Total	194	100.0	

According to Table 4 Respondents mode of learning, 67 (34.5%) were in day while 127 (65.5%) were in boarding. This shows that majority of the respondents were boarders in the school may be because of the location of the school.

3.1.4 Age in Years

According to Table 5 Age of the respondents, majority were 17 years and above at 82.5%, while those at 16 years were 17% and 0.5% at 15 years.

Table 5 Age in Years

	Frequency	Percent	Cumulative Percent
15 years	1	.5	.5
16 years	33	17.0	17.5
17 + years	160	82.5	100.0
Total	194	100.0	

This could be interpreted to mean that majority of the respondents were older that is 17 years and above.

3.2 Attitude of learners and proficiency in ESL

In this section, the findings of how learners' attitude affects proficiency of English are presented in pie charts as shown below. Respondents were asked questions relating to their attitude towards the general usage of English both as a subject and a language.

3.2.1 English shouldn't be made compulsory in Secondary Schools

From the findings in Figure 3.1 below, *English shouldn't be compulsory in secondary schools*, the majority strongly disagreed at 57.2% while 11.3% disagreed. This brings the total percentage of those who think that English as a subject should remain as compulsory at 68.5%. Only 3.1% were not sure, 9.3% agreed and 19.1% strongly agreed that English should

not be made compulsory in secondary schools. This shows that the majority of the respondents' opinion is that English should be compulsory in secondary schools.
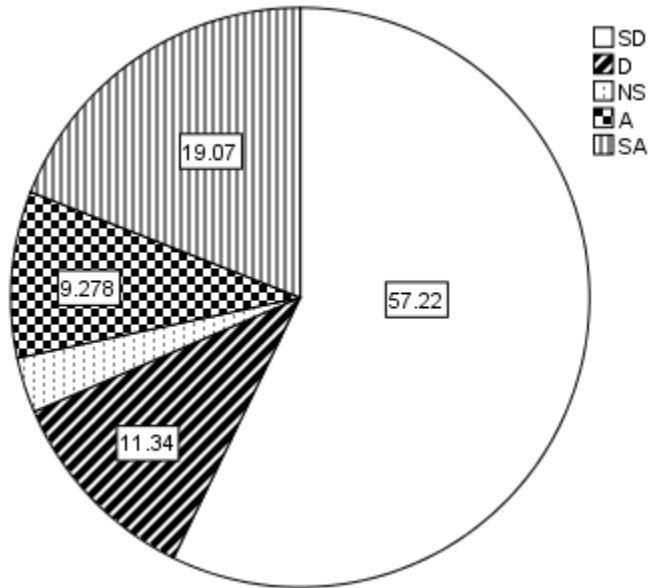
Fig 3.1English shouldn't be compulsory in secondary schools

3.2.2 Don't enjoy being taught in English

From the findings in Figure3.2 below, *don't enjoy being taught in English*, 51% of the total respondents strongly disagreed, 26.8% disagreed, 2.1% were not sure, 4.1% agreed while15.5% strongly agreed. Therefore the majority at 77.8% are of the opinion that they enjoy being taught in English.
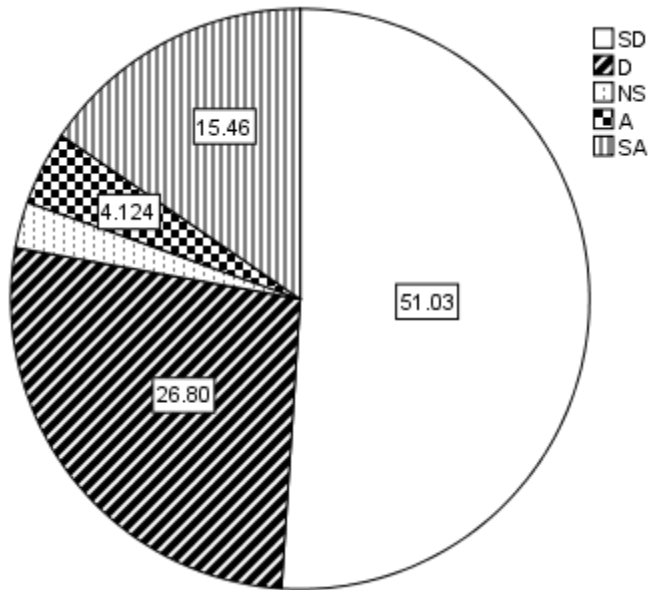
Fig 3.2 don't enjoy being taught in English

3.2.3 In most cases need clarification in Kiswahili or Native Language and not Always English
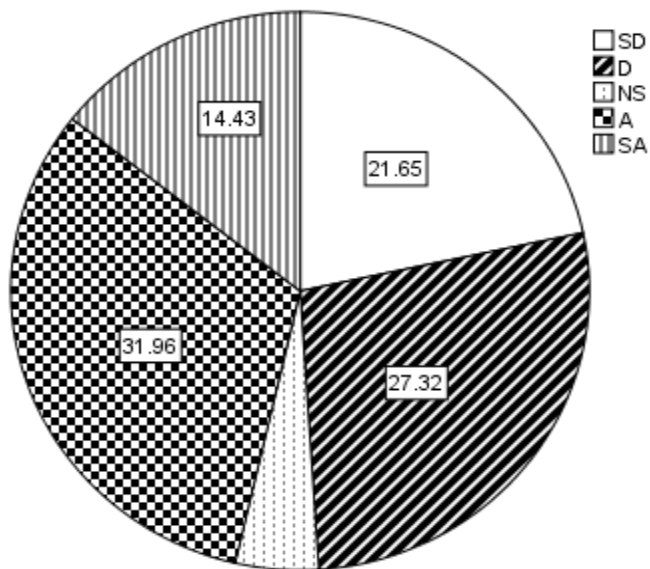
Fig 3.3 Need clarification in Kiswahili or native language and not always in English

From the findings in Figure3.3 above, *need clarification in Kiswahili or native language and not always in English*, 32% agreed, 27.3% disagreed, 21.7% strongly disagreed, 4.6% were not sure while 14.4% strongly agreed. The sum of SD and D stands at 49% while that of A and SA stand at 46.4%. This therefore shows that majority of the respondents don't need clarification in Kiswahili or native languages for English taught subjects.

3.2.4 English is the main barrier to understanding content subject

From the findings in Figure 3.4 below, *English is the main barrier to understanding content subject*, 30.4% strongly disagreed, 23.2% disagreed, 20.1% were not sure, 9.8% agreed and 16.5% strongly agreed. From the Figure this can be interpreted that English is not the main barrier to understanding content subject. It is equally important to note that a good number of respondents at 20.1% were not sure.
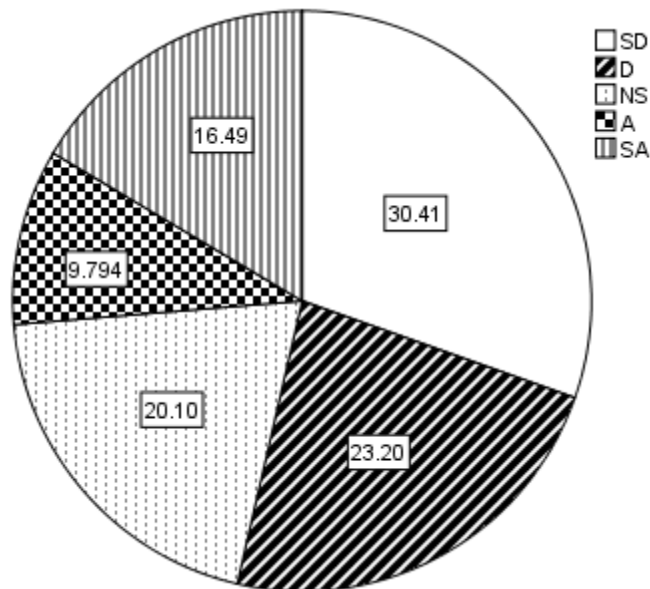
Fig 3.4 English is the main barrier to understanding content subject

3.2.5 It is totally against will to speak English at School

From the findings in Figure 3.5, *totally against will to speak English at school*, 46.4% strongly disagreed, 25.5% disagreed, 7.3% were not sure, 4.1% agreed and 16.7% strongly agreed. Therefore the findings from the Figure are that it is not totally against the learners will to speak in English at school.
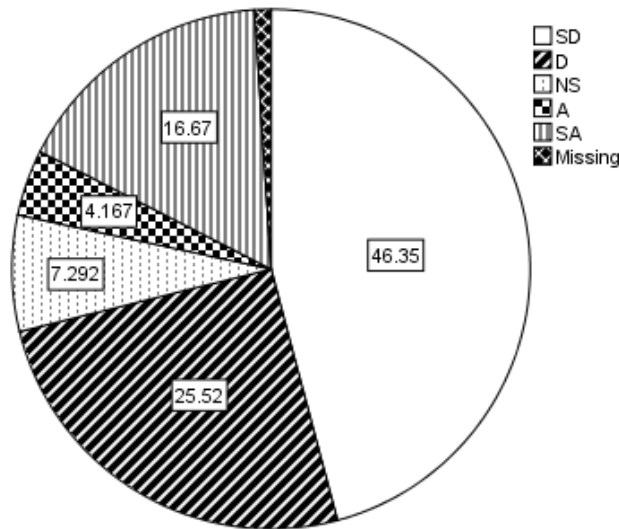
Fig 3.5 totally against will to speak English at school

3.2.6 Never use English anywhere else other than in school in my conversation

The findings in Figure 3.6 below, *never converse in English outside school environment*, 36.3% strongly disagreed, 24.9% disagreed, 2.5% were not sure, 11.4% agreed and 24.9% strongly agreed. This can be interpreted to mean that most learners use English outside school environment at times.
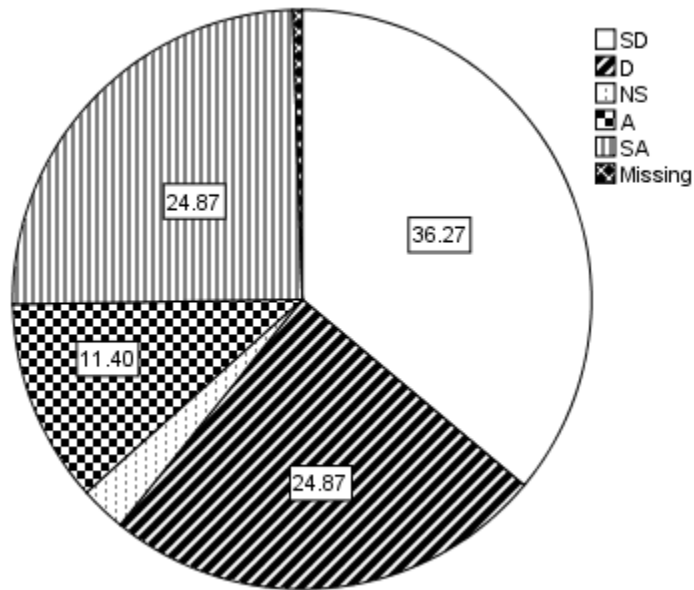
Fig 3.6 never converse in English outside school environment

3.2.7 Don't enjoy speaking in English at all

The finding in Figure 3.7 below, *don't enjoy speaking in English at all*, 51.3% strongly disagreed, 25.4% disagreed, 3.1% were not sure while 3.6% agreed and 16.9% strongly agreed. This can be interpreted to mean that majority of the learners enjoy speaking in English.
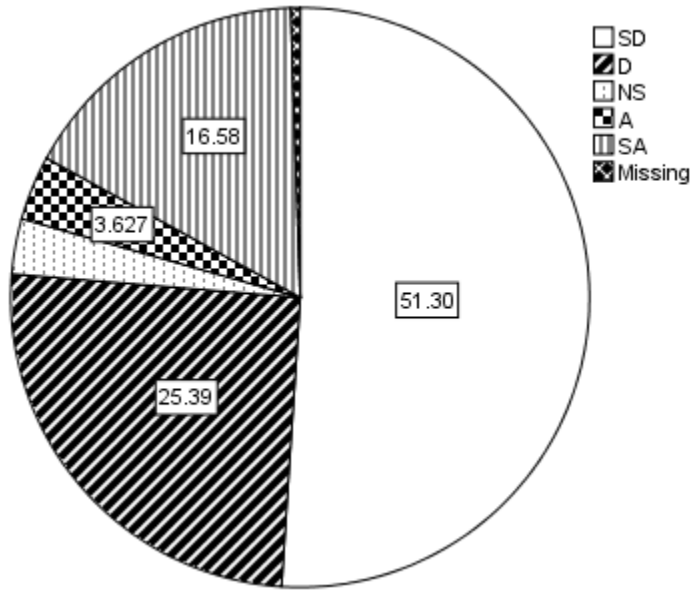
Fig 3.7don't enjoy speaking in English at all

3.2.8 English shouldn't be given more time than other subjects in school
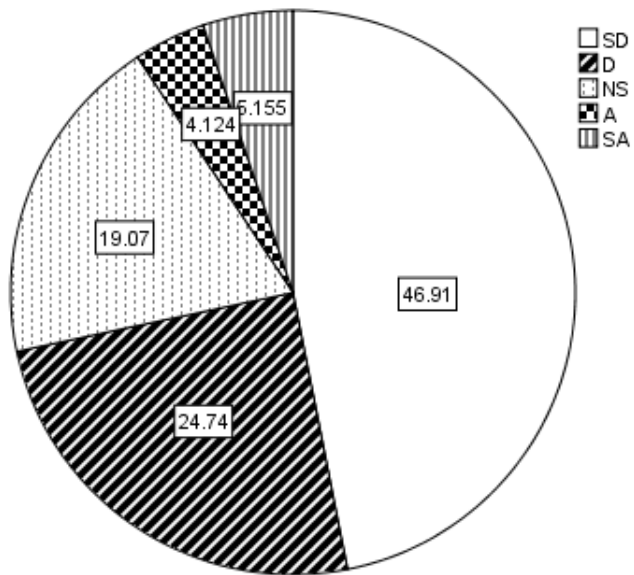
Fig 3.8 *English needn't to be given more time than other subjects*

From the findings in Figure3.8 above, *English needn't to be given more time than other subjects*, 46.4% strongly disagreed,24.7% disagreed, 19.1%were not sure, 4.1% agreed and 5.7% strongly agreed. This can be interpreted to mean that English need to be given more time than other subjects.

3.2.9 English is not an easy language or subject to learn
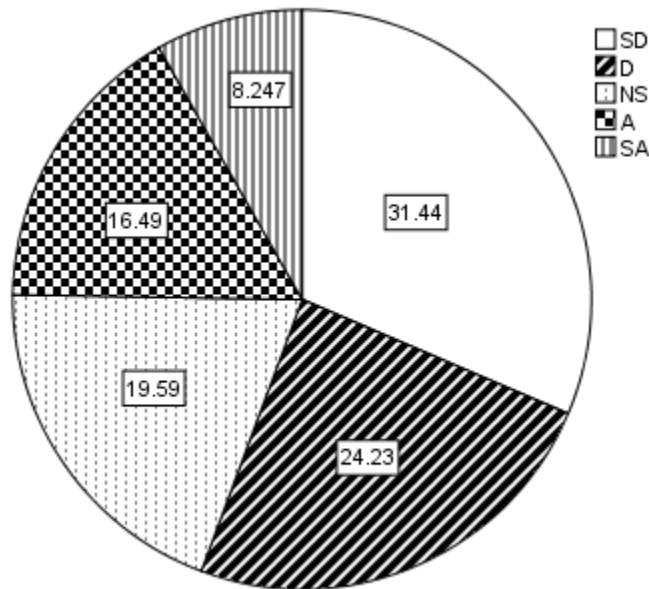
Fig 3.9 English is not an easy language or subject to learn

The finding in Figure 3.9 above, *English is not an easy language or subject to learn*, 30.9% strongly disagreed, 24.2% disagreed, 19.6% were not sure, 16.5% agreed and 8.8% strongly agreed. This can be interpreted to mean that English is an easy language or subject to learn.

3.2.10 Those who speak in English think they are better than others

The findings in Figure 3.10 below, *those who speak in English think they are better than others*, 37.6% strongly disagreed, 12.9% disagreed, 14.9% were not sure while 16% agreed

and 18.6% strongly agreed. This can be interpreted to mean that those who speak in English are not better than others.
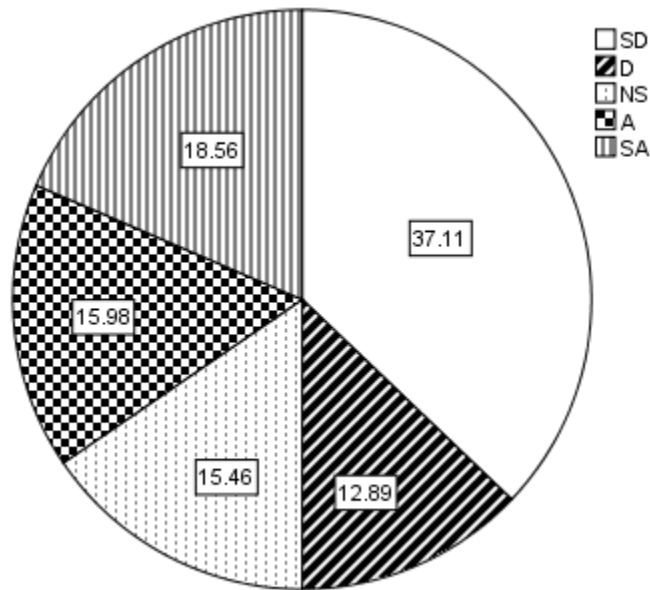
Fig 3.10 English is not an easy language or subject to learn

3.2.11 Case Summaries for attitude of learners towards the usage of English in Schools

Table6Case Summaries for Attitude of learners towards the usage of English in schools

		English shouldn't be compulsory in secondary schools	Don't enjoy being taught in Eng	Need clarification in Kiswahili or native language and not always in English	English is the main barrier to understanding content subject	Totally against will to speak English at school	Never converse in English outside school environment	Don't enjoy speaking in English at all	English needn't be given more time than other subjects in school	English is not an easy language or subject to learn	Those who speak in English think they are better than others
	N	194	194	194	194	194	194	194	194	194	194
	Variance	2.690	2.140	2.055	2.035	2.158	2.691	2.174	1.336	1.733	2.426
Total	Mean	2.2371	2.0722	2.9175	2.5928	2.1959	2.6289	2.0876	1.9794	2.4794	2.6495
	Std. Deviation	1.64000	1.46282	1.43365	1.42667	1.46912	1.64029	1.47432	1.15601	1.31633	1.55747

The findings in Table 6 above, *case summaries for attitudes of learners towards the usage of English in schools*, it can be concluded that respondents have a positive attitude which plays a major role to proficiency in spoken and written English.

3.3 Motivation of learners and development ofESL

This part sought to seek the factors that motivate learners to learn and develop English. Ten questions were asked and the respondents were required to select the level that they considered was relevant for their case in learning and developing English. These levels ranged from Very important indicated by VI to Not important indicated by NI in five levels.

3.3.1 English enables one to get a job easily
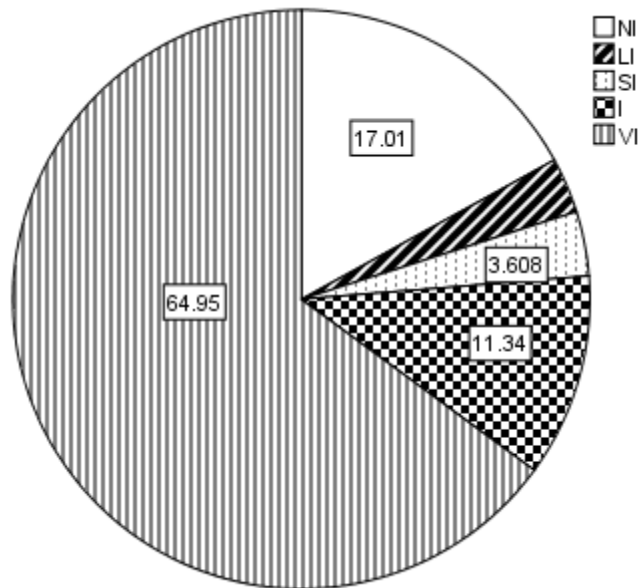
Fig 3.11 English enables one to get a job easily

The findings in Figure 3.11 above, *English enables one to get a job easily*, 17% felt it was not important, 3.1% felt it was of little importance, 3.6% felt it has some importance while

11.3% felt it is important and 65% felt it is very important. This can be interpreted to mean that majority of the respondents felt that English is very important in enabling one to get a job easily.

3.3.2 English enables one to communicate with others easily

From the findings in Figure 3.12 below, *English enables one to communicate with others easily*, 17% felt it was not important, 3.1% felt it was of little importance, 6.2% felt it had some importance while 24.7% felt it was important and 49% felt it was very important. This can be interpreted to mean that English plays a very important role in enabling one to communicate with others easily.
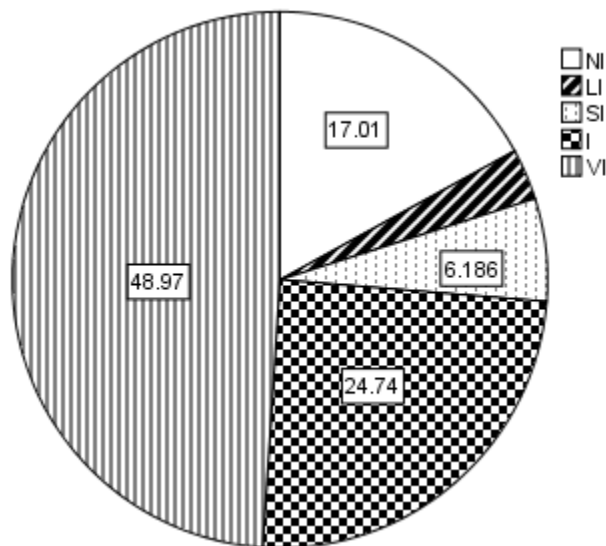
Fig 3.12 English enables one to communicate with others easily

3.3.3 English promotes ones status among friends

From the Figure 3.13 below, *English promotes ones status among friends*, 8.3% felt it was not very important, 17.1% felt it had little importance, 13.5% felt it has some importance

while 23.3% felt it is important and 37.8% felt it is very important. From this we can say that

English is very important in promoting ones status among friends.
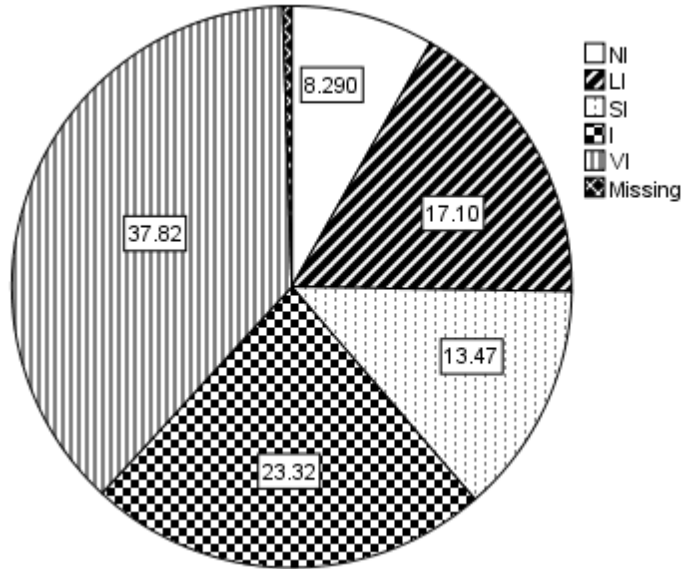
Fig 3.13English promotes ones status among friends

3.3.4 English enables one to further studies
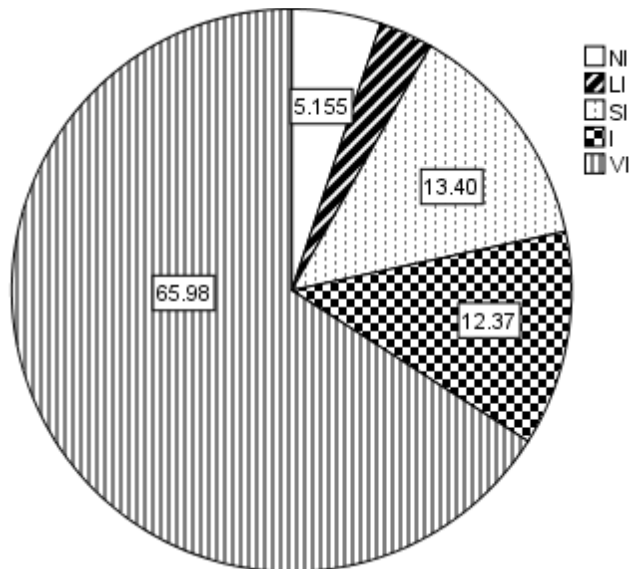
Fig 3.14 English enables one to further their studies

From the findings in Figure 3.14 above, *English enables one to further their studies*, 5.2%

felt it is not important, 3.1% felt it has little importance, 13.4% felt it has some importance,

12.4 felt it is important, 66% felt it is very important. This can be interpreted to mean that

English is an important language in enabling one to further his/ her studies.

3.3.5 English enables one to carry out tasks more efficiently

From the findings in Figure 3.15 below, *English enables one to carry out tasks more*

efficiently, 21.1% felt it is not important, 6.7% felt it has little importance, 12.4% felt it has

some importance while 22.7% felt it was important and 37.1% felt it was very important.

From this data we can infer that English is very important in enabling one to carry out tasks
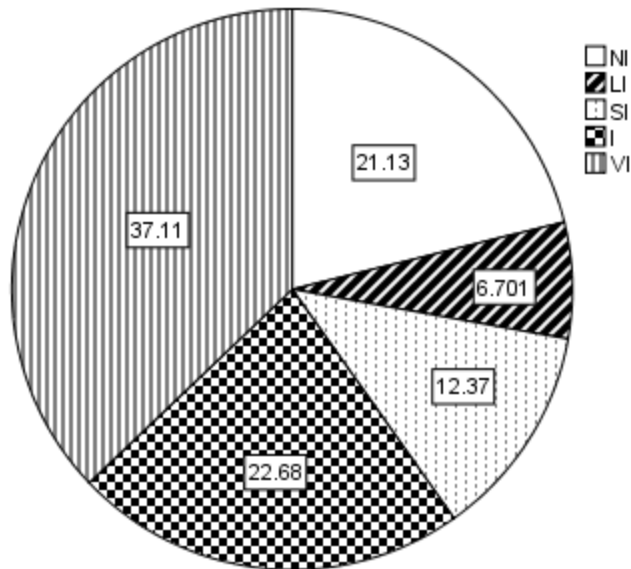
more efficiently.

Fig 3.15 English enables one to carry out tasks more efficiently

3.3.6 English enables one to excel in other subjects

From the findings in Figure 3.16 below, *English enables one to excel in other subjects*, 13.4% felt it is not important, 1% felt it has little importance, 7.2% felt it has some importance, 17% felt it is important and 61.3% felt it is very important. This can be interpreted to mean that English is very important in enabling one to excel in other subjects.
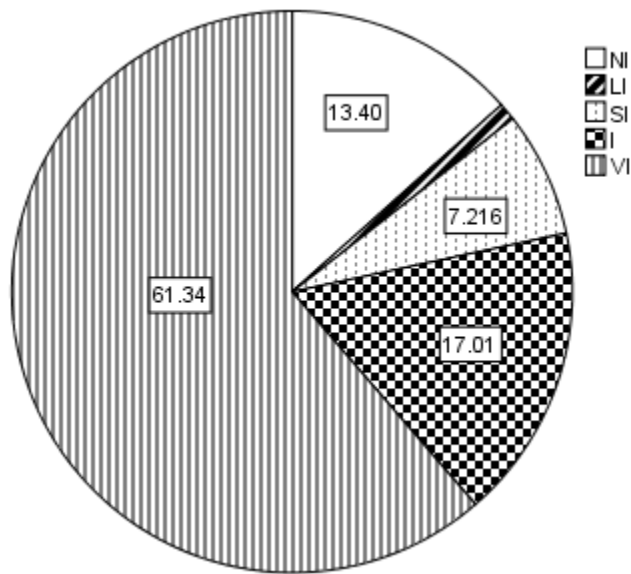

Fig 3.16 *English enables one to excel in other subjects*

3.3.7 English is an official language of Kenya

From the findings in Figure 3.17 below, *English is an official language of Kenya*, 11.9% felt it is not important, 8.2% felt it has little importance, 26.3% felt it has some importance, 25.8% felt it is important while 27.8% felt it is very important. From these findings we can say that English is very important as an official language of Kenya.
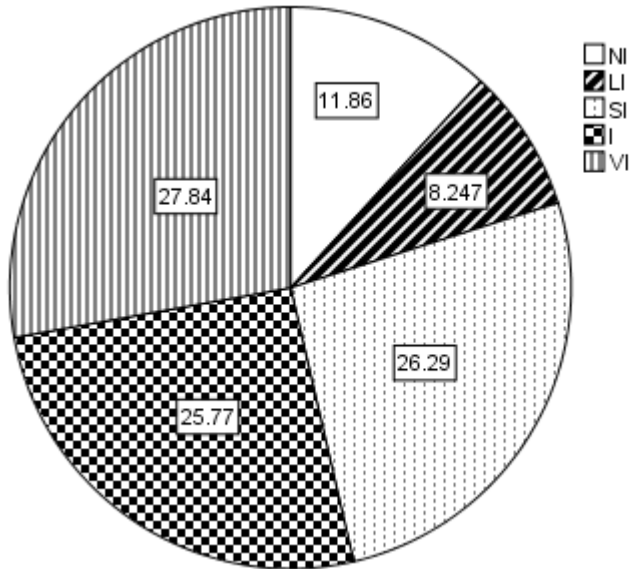
Fig 3.17 English is an official language of Kenya

3.3.8 English enables one to integrate with western culture
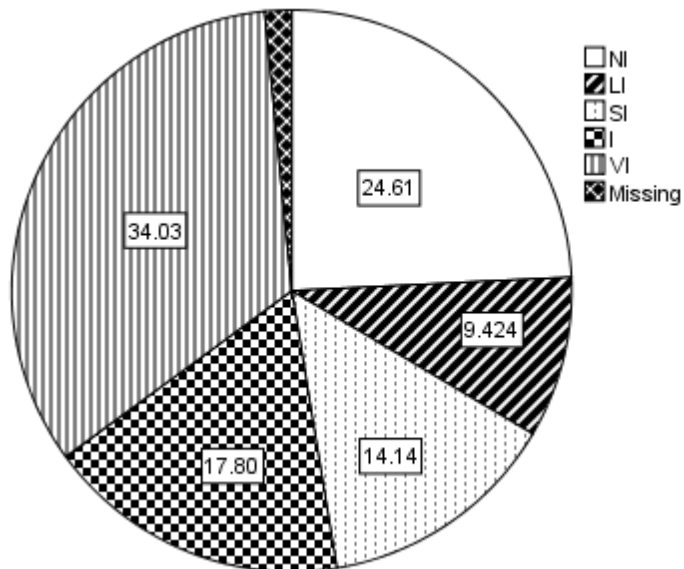
Fig 3.18 English enables one to integrate with western culture

From the findings in Figure 3.18 above, *English enables one to integrate with western culture*, 24.2% felt it is not important, 9.3% felt it has little importance, 13.9% felt it has some importance, 17.5% felt it is important , 33.5% felt it is very important while 1.5%

were missing. From these findings we can infer that English is very important in enabling one to integrate with western culture.

3.3.9 English enables one to integrate with the rest of the world

The findings in Figure 3.19 below, *English enables one to integrate with the rest of the world*, 17.5% felt it is not important, 4.1% felt it has little importance, 6.2% felt it has some importance, 18.6% felt it is important while 53.6% felt it is very important. This can be interpreted to mean that English is very important in enabling one to integrate with the rest of the world.
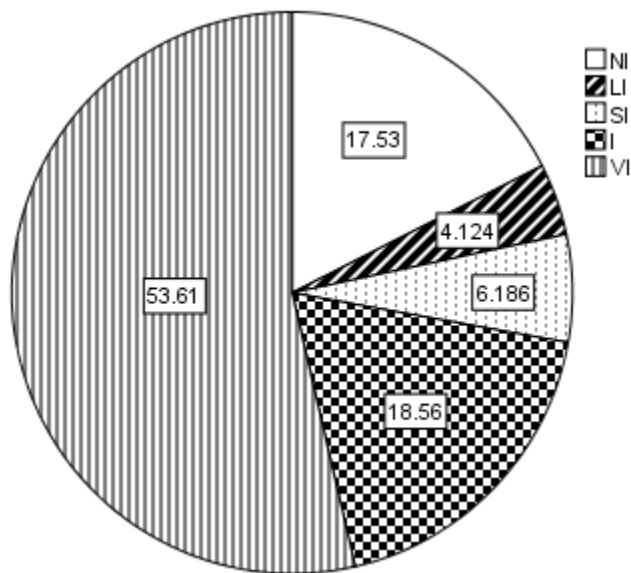
Fig 3.19 English enables one to integrate with the rest of the world

3.3.10 More enlightened people use English to communicate

The findings in Figure3.20 below, *more enlightened people use English to communicate*, 23.3% felt it was not important, 6.2% felt it has little importance, 11.9% felt it has some

importance, 24.4% felt it is important, 34.2% felt it is very important. From these findings

we can say that more enlightened people use English to communicate.
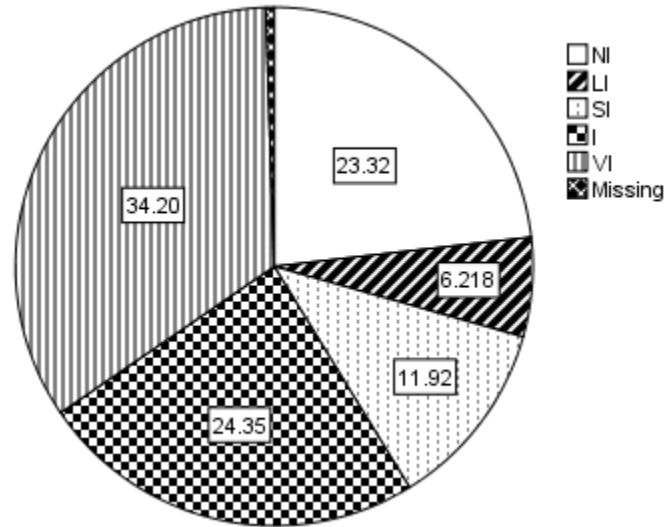
Fig 3.20 moreenlightened people use English to communicate

3.3.11 Case Summary for Motivation for learning English

Table7 Case Summaries for motivation for learning English

	Enable one to get a job easily	Enable one to communicate with others easily	Promotes ones status among friends	Enable one to further their studies	Enable one to carry out tasks more efficiently	Enable one to excel in other subjects	English is an official language of Kenya	Enable one to integrate with western culture	Enable one to integrate with the rest of the world	More enlightened people use English to communicate
N	194	194	193	194	194	194	194	191	194	193
Mean	4.0412	3.8557	3.6528	4.3093	3.4794	4.1186	3.4948	3.2723	3.8660	3.3990
Std. Deviation	1.53317	1.48212	1.35351	1.13686	1.55123	1.38884	1.30065	1.59908	1.52783	1.56837
Variance	2.351	2.197	1.832	1.292	2.406	1.929	1.692	2.557	2.334	2.460

From the findings in Table7, *case summaries for motivation for learning English*, it can be

concluded that motivation determines the development of English as L2.

3.4 Effect of Cultural background of learners to in ESL learning and usage

This section sought to establish how cultural background affects learning and usage of English. The questions used in this section were of mixed type, that is, open-ended and also closed type of questions to provide qualitative data. The findings are presented in pie charts below.

3.4.1Language mostly used to communicate at home with parents

From the findings in Figure 3.21 below, *language mostly used to communicate with parents at home*, 3.6% used other languages, 44.9% used mother tongue, 43.3% used Kiswahili while 8.2% used English in communication. This can be interpreted that majority of learners use mother tongue followed by Kiswahili in communication.
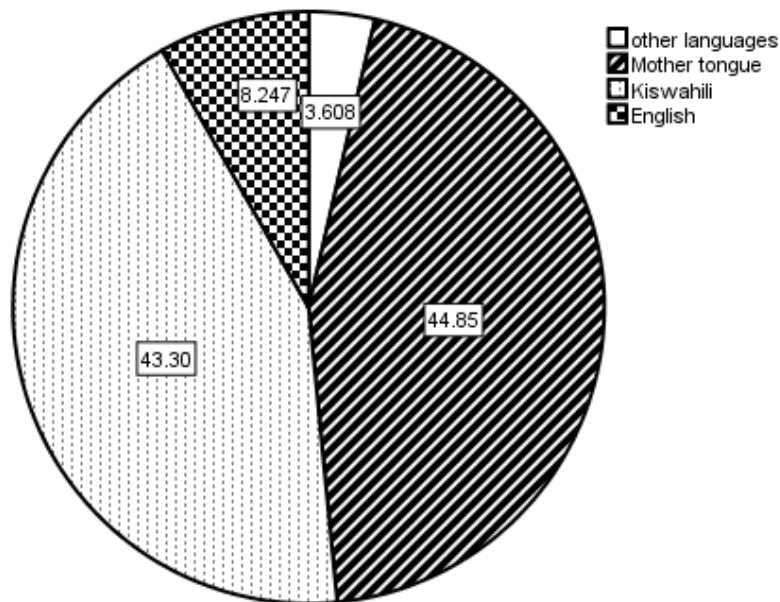
Fig 3.21Language mostly used to communicate at home with parents

3.4.2 Language personally used to communicate outside school

From the findings in Figure3.22 below, *language used to communicate outside school*, 17% used other languages, 11.9% used Mother tongue to communicate outside school, 63.9% used Kiswahili to communicate outside school, and a mere 7.2% used English to communicate outside school. This can be interpreted that majority of learners use Kiswahili to communicate outside school.
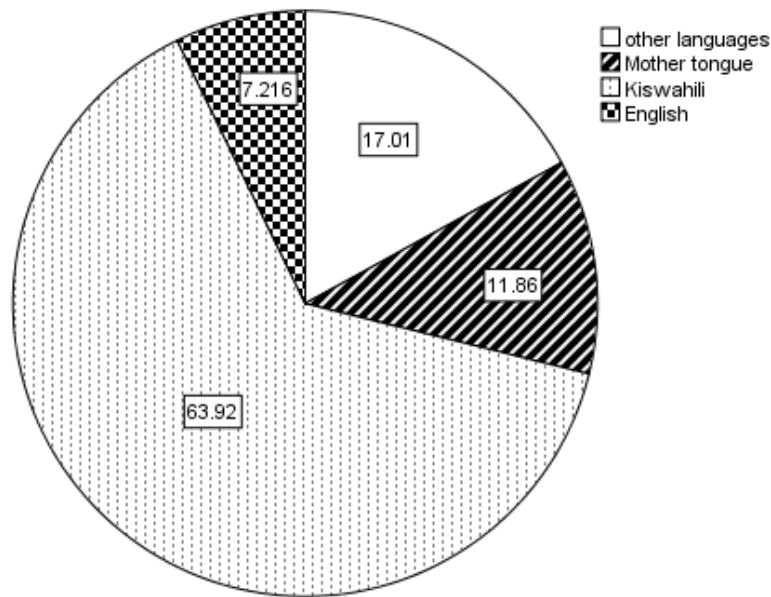
Fig 3.22 Language personally used to communicate outside school

3.4.3 Opportunities to practice English in Community

From the findings in Figure 3.23 below, 37.1% do not get opportunity to practice English in the community, 52.6% sometimes get opportunity to practice English in the community, and 10.3% get the opportunity to practise English in the community. This can be interpreted that there is little opportunity for learners to practice English language in the community.
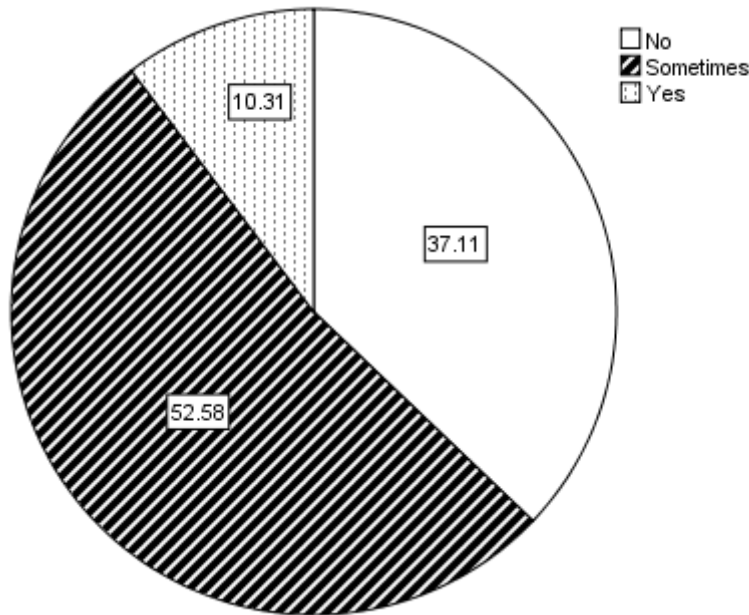
Fig 3.23 Opportunities to practice English in Community

3.4.4 Places where learners get opportunity to practice English in community

From the data collected, most of the respondents who said that they get opportunities to practice English claimed that such opportunities were mostly in churches, over 50% while few of the respondents said that they got such opportunities while with friends at their social places.

3.4.5 Any other person other than the teacher who encourages the use of English to communicate

From the findings in Figure 3.24 below, *any person other than the teacher who encourages the use of English to communicate*, 39.7% had no person, 58.2% had someone, 2.1% did not respond. This can be interpreted that learners usually have somebody other than the teacher who encourages them to communicate in English.
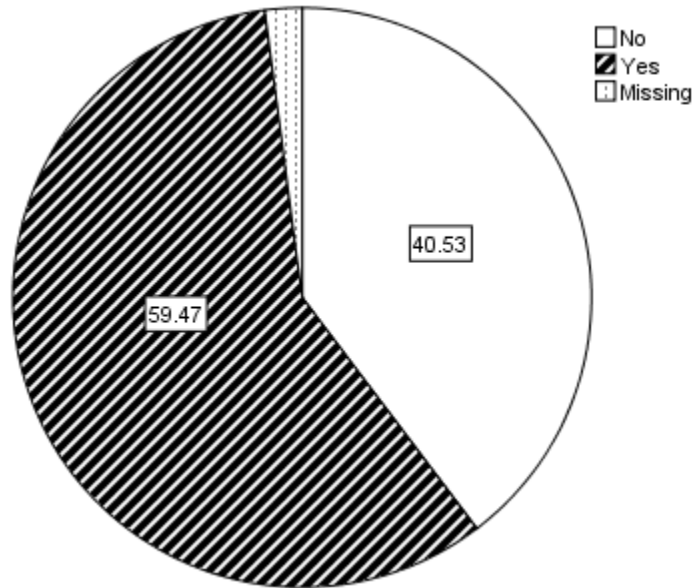
Fig 3.24 any other person other than the teacher who encourages the use of English to communicate

3.4.6 The person other the teacher who encourages use of English to communicate

The respondents claimed that parents and relatives at 47.4% were mostly the ones who encouraged the use of English while friends accounted for 5.2%. This tells of the influence that people other than teachers have on the promotion of English as a language bearing in mind that most of the time is spent away from parents and relatives.

3.4.7 People in the community who discourage one from using English

From the findings in Figure 3.25 below, *people in community discourage one from using English*, 50% had no people, and 19.6% said sometimes they were discouraged while 30.4% were discouraged from using English. This can be interpreted that half of the learners are not discouraged from using English while the remaining half are discouraged.
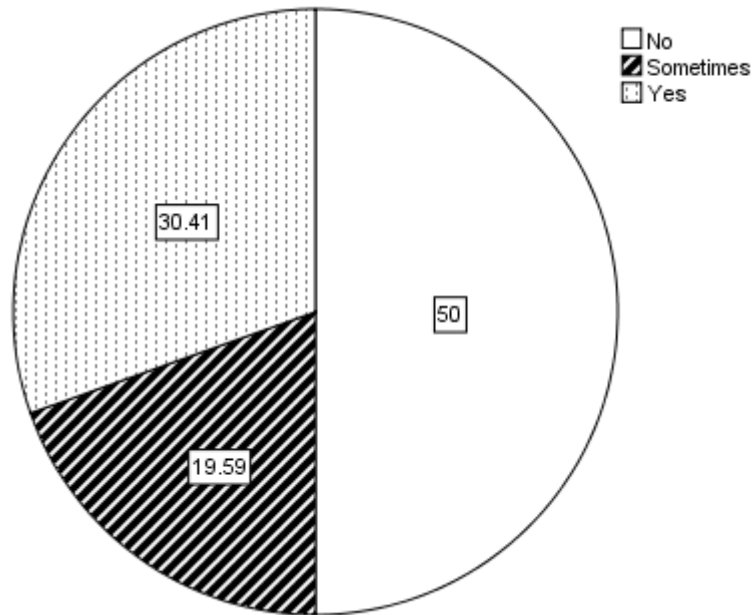
Fig 3.25 People in the community who discourage one from using English

3.4.8 Persons in the community that discourage the use of English

From the data collected in the open ended question, the respondents claimed that friends who accounted for 21.1% were the greatest discouragers of others using English while relatives, mostly grandparents, at 18.0% were responsible for such discouragements.

3.4.9 Influence of Local language to use or understanding of English

The findings in Figure 3.26 below, *local languages influence use or understanding of English*, 59.3% felt that it doesn't, 19.1% felt that sometimes it does, while 21.6% felt that local languages influences the use or the understanding of English. This can be interpreted that local languages do not influence the use or understanding of English language.
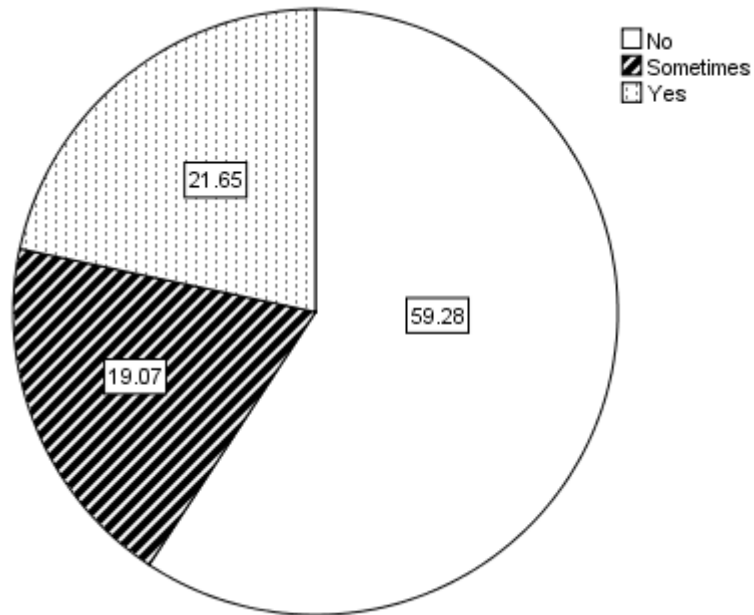
Fig 3.26 Local language influences use/understanding of English

3.4.10 Learners find self secluded for being able to communicate in English
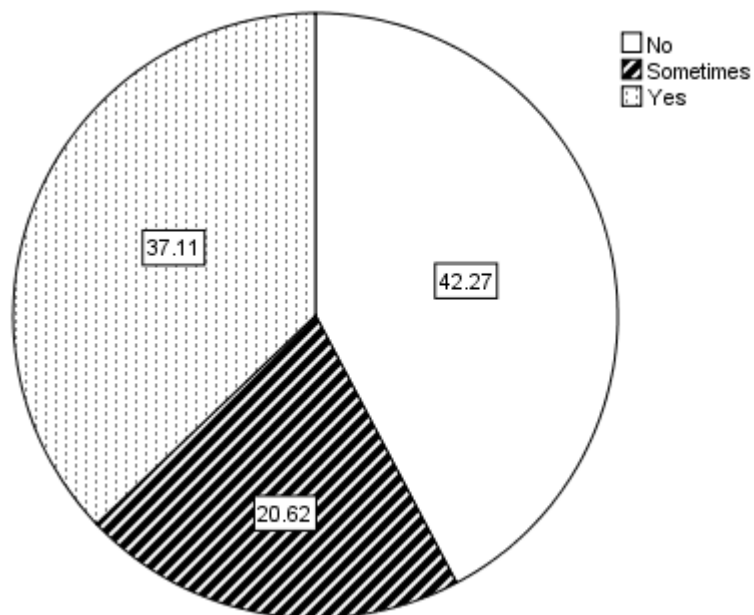
Fig 3.27 Find self secluded for being able to communicate in English

The findings in Figure3.27above, *find self secluded for being able to communicate in English*, 42.3% felt they don't, 20.6% felt they were sometimes secluded, 37.1% felt they were secluded for being able to communicate in English. This can be interpreted that learners are not secluded for being able to communicate in English since the majority of the respondents felt they were not.

3.4.11 Case Summary for Cultural Background influence on the learning and usage of English

From the findings in Table 8 below, *case summaries for cultural background influence on the learning and usage of English,* it can be concluded that cultural background influences the learning and usage of English negatively.

Table 8 Case Summaries for cultural background influence on the learning and usage of English

	Language mostly used to communicate with parents at home	Language used to communicate outside school	Opportunities to practice English in community	Any person other than the teacher who encourages the use of English to communicate	People in community discourage one from using English	Local language influences use/understanding of English	Find self secluded for being able to communicate English
N	194	194	194	190	194	194	194
Mean	2.5619	2.6134	1.7320	2.1895	1.8041	1.6237	1.9485
Std. Deviation	.69699	.85171	.63598	.98448	.87734	.81923	.89177
Variance	.486	.725	.404	.969	.770	.671	.795

3.5 Language Policy and Proficiency in ESL

This section sought to establish the impact of School language policy on the usage of ESL among learners. It first posed whether there was any language policy in the school and

established the impact of the language policy if present on the development of English language in learners. Also, respondents were required to tell whether the policy if there was, was successful or not? The findings were presented in pies as below.

3.5.1 Presence of School language policy (SLP)

From Figure 3.28 below, which wanted to establish whether there was existence of a language policy in the school, 86.1% said there was, 13.4% said they were not aware while 0.5% claimed there wasn't. From the data collected below, it can therefore be concluded that there is a language policy in the school.
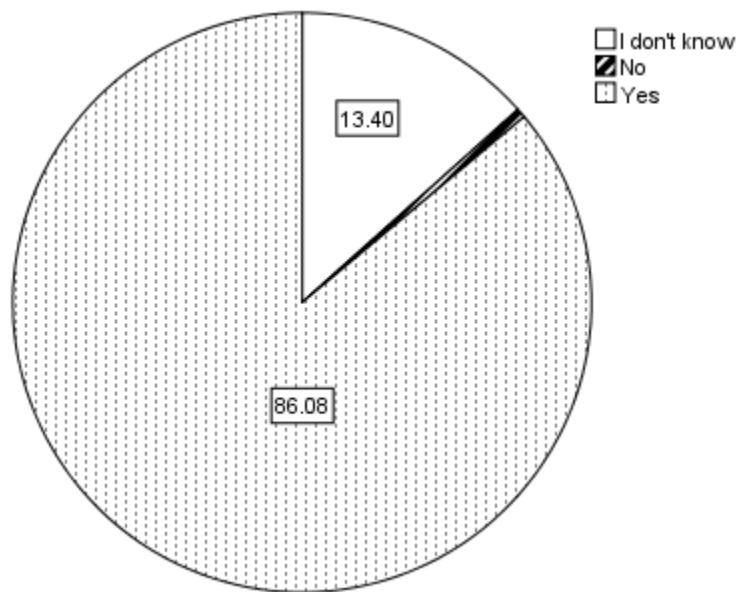
Fig 3.28Presence of School language policy (SLP)

3.5.2 School Language Policy helps develop English language
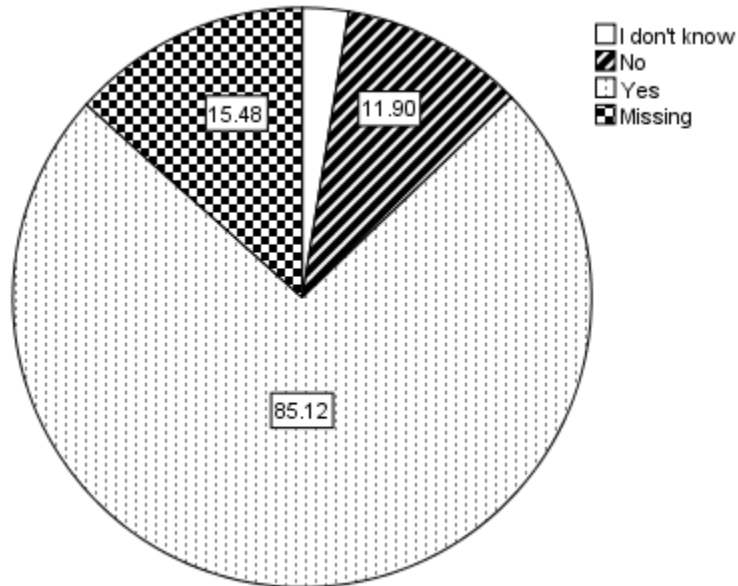
Fig 3.29 SLP helps develop English language

From Figure3.29 above, *SLP helps develop English language*, 85.1% said it does, 3% said they were not aware while 11.9% said it does not. From the data collected it can be concluded that a school language policy helps develop English language.

3.5.3Schools should develop Language Policy

Table 9School should develop LP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	1	.5	33.3	33.3
	No	2	1.0	66.7	100.0
	Total	3	1.5	100.0	
Missing	System	191	98.5		
Total		194	100.0		

From Table9 above,*Schools should develop a language policy*,33.3% claimed they do not

know, while 66.7% said it should not. Since the respondents were only three, the data could

not be reliable.

3.5.4 Personal view of Importance of Language Policy

From Figure 3.30 below, *Personal view of language policy*, 78.9% said language policy is

important, 18 % said it's not important while 3.1% said they do not know. From the data we

can conclude that language policy is important.
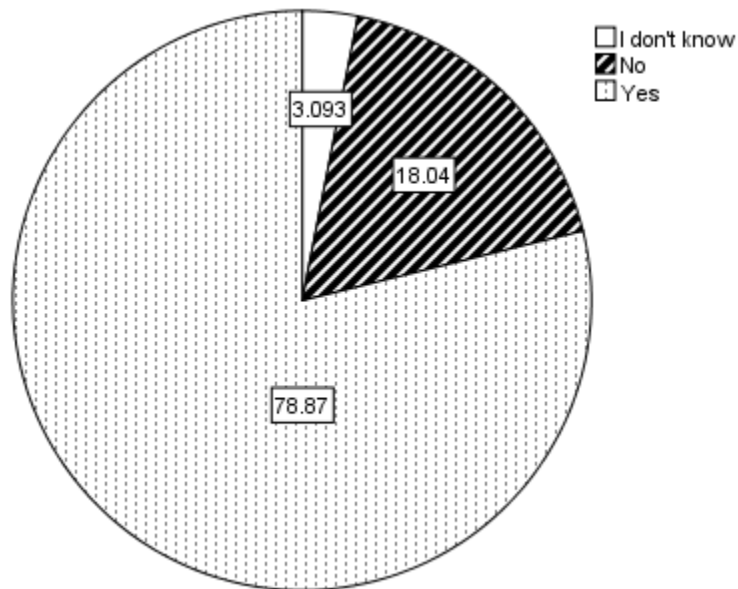
Fig 3.30 Personal view of importance of language policy

3.5.5 Rate of Success of School Language Policy if any
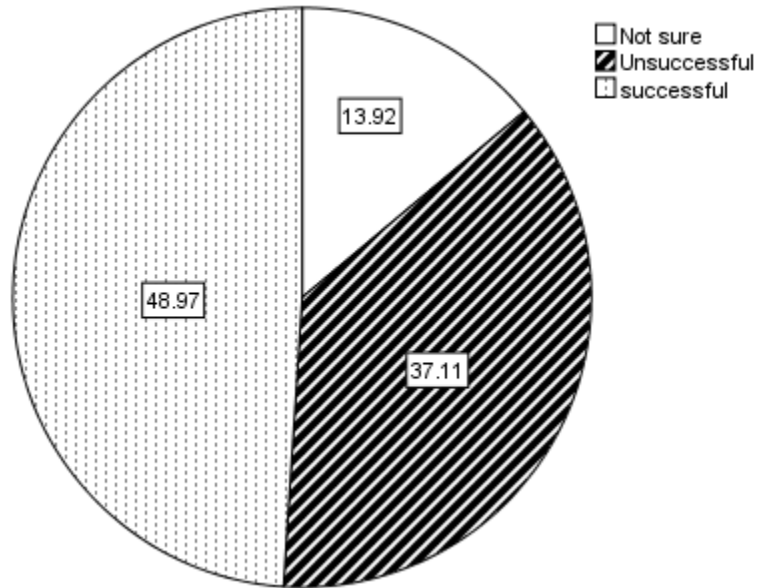
Fig 3.31 Rate of success of school language policy if any

From Figure3.31 above, *Rate of success of school language policy if any*, 49% said it is successful, 37.1% said it is unsuccessful while 13.9% said they were not sure. From the data we can conclude that the language policy present in this school is successful.

CHAPTER FOUR

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR

FURTHER RESEARCH

4.0 Introduction

The purpose of this study was to establish the challenges of English as a second language in Lutsangani secondary school in Kilifi County. This chapter summarizes findings of the study based on empirical findings in chapter two. It also presents discussions of the findings; conclusions; recommendations and suggestion for further research.

4.1 Summary and Discussion of findings

From the analysis of datacollected from the study, a number of findings emerged as presented in the preceding chapter.

In reference to objectiveone and therefore hypothesisonethat sought to establish the role of attitude to proficiency in spoken and written English,majority of the respondentsshowed a positive attitude based on the questions posed by disagreeing. This therefore affirms the hypothesis that attitude affects proficiency in spoken and written English.

In regard to objective two that sought to determine how motivation promotes development of English as L2, majority of respondents were generally motivated to learn English. This therefore affirmed hypothesis two that motivation promotes development of English as L2.

Objective three tried to explore how cultural background affects English learning and usage. Most of the respondents admitted that they rarely use English outside the school environment and that they prefer to use mother tongue and Kiswahili to communicate. However, most of

the respondents claimed that the usage of local language did not undermine their use or understanding of English. It was also observed that half of the respondents said that they encountered discouragement from peers and relatives when they tried using English in the community. The respondents also admitted of complete or partial seclusion when they used English to communicate. These observations affirm the hypothesis that cultural background affects English learning and usage among learners.

For objective four: to find out how school language policy impacts on the usage of English among learners; majority of the respondents felt that a school language policy is important to their development of English. The majority also thought a language policy in school is important and rated their SLP as being successful though their teachers disagreed on the success. From the hypothesis School language policy impacts the usage of English among learners, it can be deduced that language policy affects ESL positively.

From qualitative data from teachers of English whose views were collected through an interview, it was revealed that the many challenges facing the teaching of ESL could be the leading contributing factor that is influencing proficiency in ESL. They sighted lack of commitment among the learners, poor reading culture, poor role models among the teachers themselves, learners failure to buy set books, the set texts being changed too soon, high work load for teachers and failure by learners to revise English as a subject. They also said that the learners have negative attitude toward English as a language. They advised teachers of English to ensure that there is a reading culture among learners, to stop over relyingon guide books in the teaching of literature and encourage learners to love English as a language and subject. In conclusion they said in order to promote English as a language;learners should be exposed to good speakers of the language and also encouraged to read extensively.

4.2 Conclusion

In conclusion, it is established that attitude does affect proficiency in spoken and written English; motivation promotes development of English as L2;cultural background affects English learning and usage among learners and that language policy affects ESL positively.

However, it should be noted that the teachers of English think that the learners have a negative attitude towards English, are poorly motivated and are heavily influenced by their culture in understanding and using English. They are in agreement that SLP helps learners develop their knowledge of English but were of the opinion that the SLP was not very successful. This is in sharp contrast to the quantitative data obtained from the learners

4.3 Recommendations

The findings of this study have elicited profound information from learners and their teachers. As most of the learners say that they have a positive attitude, the teachers think that they have a poor attitude towards English as most of them do not even revise for tests nor are they able to express themselves well either in written or spoken English. Learners think they are motivated, the teachers think that they lack motivation. The only place they agree is on cultural background influenceand school language policy.Therefore, the study made the following recommendations in order to promote the proficiency of ESL:

1) Learners need to be made aware of the importance of English as a language so that they can develop a positive attitude and self-motivation to enhance their competence and prowess for their socio-economic development;

2) The community needs to be enlightened on the importance of their children to develop diverse cultures for their own benefit and survival in the modern world;

3) The society also needs to provide opportunities and avenues for its young generation to openly and without reservations practise English for its central role in business both locally and internationally;

4) Schools, government and other stakeholders should come up with language policies that promote the use of English without threatening the use of other languages to enhance cultural integration.

4.4 Suggestions for further studies

The research suggests the following areas for further studies:

1) Astudy on the influence of indigenous languages on the proficiency of ESL in Coastal region of Kenya since this study has established that majority of respondents usually use more of mother tongue or Kiswahili in their conversations.

2) Proper study be conducted to clear the parallel responses that have been found in this study so as to have a clear understanding on the place of English among Coastal communities

REFERENCES

Republic of Kenya. (2010). *The Constitution of Kenya.*

Angrist, J., Chin, A., & Godoy, R. (2008). Is Spanish-only Schooling Responsible for the Puerto Rican Language Gap? *Journal of Development Economics, 85*(1-2), 105-128.

Brown, H. (2000). *Principles of language learning and teaching.* New Jersey: Prentice Hall.

Buschenhofen, P. (1998). English language attitudes of Final-Year High School and First-. *Asian Journal of English Language Teaching, 8*, 93-116.

Cambridge Advanced Learners Dictionary & Thesaurus. (n.d.). Retrieved 04 24, 2013, from http://dictionary.cambridge.org/dictionary/british/.

Cambridge University. (2002). *Contemporay cultures and language.* Cambridge: Cambridge University Press.

CGF. (2011, November). Commonwealth Games Federation Constitution.

Cook, V. (1999). Using SLA research in language teaching. *International Journal of Applied Linguistics, 9*(2), 267-84.

Cooper, R. L., & Fishman, J. A. (1977). A study of language attitudes. In J. A. Fishman, R. L. Cooper, & A. W. Conrad (Eds.), *The spread of English* (pp. 239-276). Rowley, MA: Newbury House.

Crystal, D. (1997). *English as a global language.* Cambridge: Cambridge University Press.

Crystal, D. (2001). *Language and the Internet .* Cambridge: Cambridge University Press.

European Commission - Official EU Languages. (n.d.). Retrieved April 08, 2013, from http://ec.europa.eu/languages/languages-of-europe/eu-languages_en.htm.

Gardner, R. (1983). Learning another language: A true social psychological experiment. *Journal of Language and Social Psychology, 2,*, 219-240.

Gardner, R. (2006). The socio-educational model of second language acquisition: A research paradigm. *EUROSLA Yearbook, 6*, 237–260.

Gill, S. K. (2005). Language Policy in Malaysia: Reversing Direction. *Language Policy,4*, 241-260.

Graddol, D. (1997). *The future of English?* London: British Council.

Graddol, D. (2006). *English Next.* London: British Council.

Hagerman, C. (2009). English Language Policy and Practice in Japan. *Journal of Osaka Jogakuin 4year College, 6*, 47-64.

Heffner, C. L. (2004, March 11). *Research Methods - Variables, Validity and Reliability*. Retrieved May 19, 2013, from http://allpsych.com/researchmethods/variablesvalidityreliability.html.

Karahan, F. (2007). Language attitudes of Turkish students towards the English language. *Journal of Arts and Sciences Say, 7 May*, 73-87.

Longman. (2010). *Longman Business English Dictionary.* New Jersey: Pearson Publishers.

Official Languages of the United Nations. (n.d.). Retrieved April 08, 2013, from http://www.un.org/en/aboutun/languages.shtml.

Oxford Dictionaries. (n.d.). Retrieved April 24, 2013, from http://oxforddictionaries.com/definition/english/lingua%2Bfranca.

Oxford University. (n.d.). Oxford Dictionaries. London.

Parakrama, A. (1995). *De-hegemonizing Language Standards.* Houndmills, Basingstoke: Macmillan.

Phelan , C., & Wren, J. (n.d.). *Relaibility and Validity*. Retrieved May 19, 2013, from http://www.uni.edu/chfasoa/reliabilityandvalidity.htm.

Plat, J. T., Weber, H., & Ho, M. L. (1984). *New Englishes.* London: Routledge, Chapman & Hall, Incorporated.

Republic of Kenya. (2008). *Kilifi District Development Plan 2008 - 2012.* Nairobi: Ministry of Planning, National Development and Vision 2030.

Richards, J and Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics.* Great Britain: Pearson Education Publishers.

Sarjit Kaur. (1993). Analysis of the English language needs of consultants at NCVC. *M.A thesis*. University of South Carolina.

Savignon, S. J. (1972). *Communicative Competence: An Experiment in Foreign-Language Teaching.* Philadelphia: The Centre for Curriculum Development, Inc.

United Nations Group of Experts on Geographic Names. (2002). *Glossary of Terms for the Standardization of Geographical Names.* New York: United Nations.

Van Els, T. et al. (1984). *Applied linguistics and the learning and teaching of foreign languages.* London: Edward Arnold.

Vijchulata, B., & Lee, G. (1985). A survey of students' motivation for learning English. *RELC Journal, 16 (1)*, 68-81.

Wenden, A. (1991). *Learner strategies for learner autonomy.* London: Prentice Hal.

Widdowson, H. G. (1994). The Ownership of English. *TESOL Quarterly, 28*(2), 377-89.

Widdowson, H. G. (1997). EIL, ESL, EFL: global Issues and local Interests. *World Englishes, 16*(1), 146-53.

Wilkins, D. (1972). *Linguistics in language teaching.* Cambridge: CPU.

Appendix A

Time framework

PHRASE	ACTIVITY	MONTH	APPROX DURATION
1	Topic development	Feb	2 weeks
2	Development of Proposal	Feb - May	12 weeks
3	Presentation of the Proposal	May	1 week
4	Correction and Pretesting of questionnaires	June	3 weeks
5	Collection of primary data	June - July	3 weeks
6	Analysis of data	July	2 weeks
7	Report writing	August	3 weeks
8	Presentation of the Report	Aug - Sept	6 weeks
	TOTAL	**8 MONTHS**	**32 WEEKS**

Appendix B

Estimated Budget

NO	ITEM	TOTAL COST (KSHS)
1	Typing and Printing	6,000
2	Travels	20,000
3	Binding	600
4	Miscellaneous	10,000
	TOTAL	**36,600**

Dear Sir,

REQUEST TO CONDUCT RESEARCH

I write to request you to allow your teachers of English to take a few minutes of their time to respond to interview questions regarding their views on the challenges of English they have experienced in the dispensation of their duties at school and to allow your students to take part in answering questionnaires.

The information gathered from the teachers in this research will not only benefit most ofus teaching in high schools especially in rural setting, as it will help to establishing the root causes of whatseems to be a lack of motivation among the rural high school learners toacquire English proficiently, but also some of the leading rural-based attitudes, language and community cultural influence as well as the influence of school language policy to the promotion and development of English as a Second Language.

The one gathered from learners will help educators, policy makers, researchers, scholars and other stake holders to understand the underlying effects affecting the teaching and learning of English in rural Kenyan secondary schools.

I thank you in anticipation for your assistance.

Your colleague,

T. W.MUTUA

Learners' Questionnaire

SECTION A

PERSONAL INFORMATION

Make a tick [√] in the box, against the box that best describes your personalparticulars

Gender: Male [ ]   Female [ ]

Age: 15 years [   ]   16 years [   ]   17 and above [   ]

Form: One [ ]   Two [ ]   Three [ ]   Four [   ]

Category: Boarder [   ]   Day scholar [   ]

SECTIONB

Below are the statements that could relate to your attitudes toward the usage of English asan additional language and as a medium of instruction in schools. Please make a tick [√]throughthe letter that best describes your position.

MEANING OF LETTERS

SA = Stronglyagree
A = Agree
NS = Not Sure
D= Disagree
SD= Stronglydisagree

	SA	A	NS	D	SD
1. English should not be made compulsory in secondary schools					
2. I do not enjoy being taught using English as the medium of instruction					
2. In most cases I need clarification in Kiswahili or my native language and not always in English					
3. English is the main barrier to me in understanding content subjects					

4. It is always totally against my will to speak in English at school					
5. I never use English anywhere else other than in school in my conversation					
6. I don't enjoy speaking in English at all					
7. English should not be given more time than other subjects in school					
8. English is not an easy language/subject to learn					
9. Those who speak in English think they are better than others					
10. I feel tired, even bored when learning English					

SECTION C

In this section, kindly rate your motivation for learning English by ticking the appropriate level

in each case.

MEANING OF LETTERS

VI = Very important
I = Important
SI = of some importance
LI = of little importance
NI = Not important

	VI	I	SI	LI	NI
1.It will enable me to get a job easily					
2.It will enable me to communicate with others easily					
3.It will promote my status among my friends					
4.It will enable me to further my studies					
5.It will enable me to carry out my tasks more efficiently					

6.It will help me excel in my other subjects					
7.It is an official language of Kenya					
8.It will enable me to integrate with Western culture					
9.It will enhance my interaction with the rest of the world					
10.More enlightened people use English to communicate					

SECTION D

This section seeks to find how cultural background influences the learning and usage of English as a language. Kindly give your responses to the questions below as directed

1. Which language do you mostly use to communicate at home with your parents?

2. Which language do you personally use to communicate outside school?

3. Do you get enough opportunities to practice English in your community?

YES [ ]   SOMETIMES [ ]   NO [ ]

*4.*If your answer in Q3 above is YES or SOMETIMES, mention the specific places where you get this opportunity (e.g. market

5. Is there any person other than your teacher who encourages you to speak English?

6. If the answer to above is YES, who is this person?

7. Do people in your community discourage you from using English?

YES [ ]   SOMETIMES [ ]   NO [ ]

8. If your answer to Q7 is YES or SOMETIMES, mention the person(s) (e.g. friend/grandparent)

9 Doesyour local language influence your use or understanding of English?

YES [   ]   SOMETIMES [   ]   NO [   ]

10. Do you find yourself secluded because you can communicate in English?

YES [   ]   SOMETIMES [   ]   NO [   ]

SECTION E

In this section, circle the most appropriate choice answer according to your views (e.g. A)

1. Does your school have a language policy?

A. Yes   B. No   C. I Don't Know

2. If your answer to Q1 is Yes, do you think it is helping you develop English language?

A. Yes   B. No   C. I Don't Know

3. If your answer to Q1 is No, do you think your school should formulate a language policy?

A. Yes   B. No   C. I Don't Know

4. In your own views, do you think language policy is important?

A. Yes   B. No   C. I Don't Know

5. How can you rate the success of language policy of your school if any?

A. Successful   B. Unsuccessful   C. Not sure

Thank you!

Appendix E

Interview Schedule for teachers of English

1. How long have you been a teacher of English?

2. How long have you taught English at Lutsangani?

3. How would you rate the performance of English as a subject in general?

4. As a teacher of English, what are the challenges you experience in the dispensation of your duties?

5. Have you or has the school done anything to mitigate the above mentioned challenges?

6. Does the school have a language policy?

7. If it does, which one is it and how successful is it?

8. How would you rate the attitudes of learners towards English as a language?

9. Do your students always use English as their means of communication in: a) class, b) outside class?

10. As a teacher, what do you do to promote the learning and use of English as a language?

11. As an institution, are there rewards for learners who use English language?

12. What is done to those who do not use English language?

13. Should English be retained as the medium of instruction in Kenyan schools?

14. What do you think can be done to promote English as a language?

15. What factors do you think make learners to have negative attitude towards learning of English?

16. How does the local culture influence English as a language?

17. What is the role of parents to the growth or retardation of English outside schools?

18. What advice do you have for the teachers of English?

Thank you for your cooperation.