

**INTEGRATION OF REFUGEES AND ACQUISITION OF SECOND
LANGUAGE: A CASE OF KAKUMA REFUGEE CAMP, KENYA.**

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DECLARATION

I declare that this project is my original work and has not been presented for any other University for any award.

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This project has been submitted for Examination with the approval of my supervisor.

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DEDICATION

To my son Elvin and Dad Hilary, the circle of my dreams

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LIST OF ACRONYMS

AU	African Union
DV	Dependent Variable
EEA	East European Area
EU	European Union
UK.	United Kingdom
IV	Independent Variable
MPFA	Migration Policy Framework for Africa
NGO	Non-Governmental Organisation
SL	Second Language
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
UNHCR	United Nations High Commissioner for Refugees
MIPEX	Migrant Integration Policy Index
GCM.	Global Compact on Migration
GCR.	Global Compact on Refugees
IOM	International Organization for Migration
WMR	World Migration Report

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ABSTRACT

This study assessed the strategies used in language acquisition by refugees, how language proximity and diversity influences second language acquisition, how second language competence affects integration of refugees and the role of government in acquisition of second language and integration. Integration entails giving some freedom to refugees to shape their livelihoods in ways suited to the environment. It is not akin to assimilation or naturalization. The study used multiple sources of data, which included desk reviews and primary data collected from the field. Data was analysed through the use of descriptive statistics and presented in charts and tables. Key findings of this study were that successful SLA is an important enabler for successful integration in any local community. The study also found that the government does not have laws and policies on language requirements for refugee integration. Other findings from the study indicate that language proximity and diversity determine how fast and efficient SLA occurs and that there was direct relationship between language acquisition and refugee integration. The findings above showed that there is need to mainstream language requirements of refugees as a way of making their existence in camps bearable and in order to promote controlled interactions with host community. These were deemed to be ideal strategies of enhancing language acquisition for refugees. Further, the government needs to take the leading role in promoting and protecting language needs of refugees. By building synergies with Non-Governmental Organizations (NGO), camp administration, refugees and host community geared towards promoting language needs of refugees.

CHAPTER ONE

BACKGROUND, PROBLEM STATEMENT AND OBJECTIVES

1.0 Background

Migrants and the communities in which they reside forms an integral and important relationship in the migration cycle. This symbiotic relationship, forms around “psychological, sociological and ecological processes of adaptation between migrants among themselves and receiving communities, which affect the degree of inclusion migrants, including their sense of belonging”, (Hutchison et al, 2007, 3). Settlement in a new community, permanently or temporarily for socio-political and economic reasons (IOM, WMR 2020, 1), may require migrants adapt to new ways of life including languages. As a result, migrants’ progressive integration in their receiving countries depends on the attitudes of receiving and host communities, including their biases about migration and migrants in what Patel calls “migritude” (Patel, 2010), their readiness to teach their language to the migrants.

Migrants’ inclusion is a pivotal element of the migration phenomenon; however, it is a complex and sensitive undertaking that requires collaboration between all stakeholders. Courtesy of factors such as globalization, the IOM in the 2020 World Migration Report posit that “growth in absolute numbers of migrants over the past 50 years and the diversification of migrants’ origins, socioeconomic backgrounds and endemic drivers for this migration have led to more social, cultural, ethnic and religious diversity in receiving societies”, (IOM 2020, 2). As a result, the impact of migration and diversity on social cohesion has become an important debate that informs this study. Adoption of inclusion policies by States determine the interaction between migrants and receiving/ host communities. Inclusion policies preserve social cohesion and inclusion thus advances integration. These inclusion policies have assumed multiple forms over time in different countries, reflecting respective host country societal values, including “migritude” attitudes on immigrants and resultant demographic diversity.

While living together with increasingly diverse communities has become central to many states in both developed and developing worlds, the challenges in addressing migrants' inclusion compounded by many social and political opinions abound. Apart from individual migrants and States, various other actors like civil society organizations, host communities and local authorities are currently playing increasingly important roles in promoting integration of migrants. The advent of mass media and increased awareness about migrants and their plight by virtually everyone today has opened up public opinion freely on migrant inclusion and language use.

1.1 Migrant Language Acquisition and Inclusion

The politicization of migration witnessed during electioneering periods has elevated migrant issues to political podiums and town halls, (De Haas et al, 2005, Grand et al, 2018). Political leaders sometimes whip up emotions from their communities in exchange for votes. Due in part to negative portrayals of migrants by political leaders and negative, sensational, biased media reporting, migrants have in some countries been presented as a challenge to homogenous national identity, values, economic stability and national security, economic pressure, as well as, more broadly, a threat to social cohesion including loss of linguistic identity.

Migrants provide significant socio-economic, political and linguistic contributions to sending and receiving communities, (Ratha, 2011). Despite this, endemic anti-immigration sentiments have resulted in instances of intolerance to diversity, migrant and linguistic discrimination, racism, xenophobia and even acts of violent extremism towards migrant especially in countries where renationalism and populism disguised as patriotism have been on the rise.

In spite of these challenges, various states continue to reaffirm the centrality of migrants' inclusion and social cohesion at national levels through development of integration policies that include second (host) language requirements. These policies are popular in the European region where most EU countries have elaborate integration policies.

The language proficiency-training program by The Netherlands' Law on Integration requires non-EU, Switzerland, Turkey and EEA citizens to pass language proficiency test

within two years of entry in the country for them to be granted Dutch citizenship and integrated in the country, (Fischer, 2014).

In France, since 1973, Civil Code provides that those seeking French citizenship to be dependent on demonstrable integration in particular “through sufficient knowledge of the French language”, depending on their personal language abilities ‘and the “rights and duties” that come with French citizenship (Civil Code, 2003-1119).

In the UK, it is a requirement to demonstrate basic knowledge of English for admission and integration. Central to this language policy is UK citizenship that is being traded for English language. Migrants must go through an assessment period of one to three years, during which they have to demonstrate their integration through acquired language and tax-paying contribution, (Statista Research Department June 5, 2018).

In Germany, since the mid-1990s there is a trend towards positioning the country as a country of immigration. This was preceded by a policy that sought to make it easier to obtain citizenship. In 2005, the first federal law on integration came into force that gave German states exclusive jurisdiction over naturalization. Each state regulates naturalization in their way, (German Residents Act 2017). One of the requirements for naturalization is acquisition of German language by migrants. Acting by this law, one of German states demanded immigrants from Muslim countries to pass a integration test in order to become naturalized German citizens. This test featured not only linguistic but also axiomatic behavioral issues.

New Swedish Liberal Party launched immigration policy in August 2002. This policy made great changes to provisions that affected access to citizenship. Introduction of a test for those seeking citizenship was made courtesy of this policy, in order for migrants to show competence in Swedish language.

Denmark, introduced a language skills test together with tests for culture and history for immigrants seeking nationalization in 2005 as one of the requirements for integration. , approximately, 97% of those immigrants who take this test succeed and get integrated into Danish society. (MIPEX, 2019). Most European countries have the toughest requirements for obtaining citizenship that include language requirements (MIPEX, 2019).

The Global Compact for Safe, Orderly and Regular Migration (GCM) dedicates a full objective on inclusion of persons including migrants. Objective 16 of the compact aims to “Empower migrants and societies to realize full inclusion and social cohesion” by “Capitalize(ing) on the skills, cultural and language proficiency of migrants in receiving communities by developing and promoting peer-to-peer training exchanges, gender- responsive vocational and civic integration courses and workshops”, (UN GCM, 2018, 25/26). Language is recognized as an important enabler of inclusion of migrants in this compact. .

The Global Compact on Refugees (GCR) provides strategies that “promote the inclusion of refugees in the receiving country through durable solutions, such as local integration”. Objective 2.10 provides for “Fostering good relations and peaceful coexistence” among refugees and host communities. The GCR identifies one of the key programs towards promotion of peaceful coexistence between host communities and refugee communities, as “fostering engagement of children, adolescents and youth, including through sports and cultural activities, language learning, and education” (UN GCR, 2018). This compact is significant as the first inter-governmentally brokered, non-binding universal normative dedicated to refugee. It can be called to customary law of refugees.

Social cohesion embodies the notions of “solidarity, togetherness, tolerance and harmonious co-existence”, (Demireva 2019, 3) usually midwived by a common language. It is generally about social bonds tying a community of persons together in trust and shared common social and linguistic norms. Wealth and income disparities, poverty, inter-communal, ethnic or racial and linguistic differences compromise social bonds. The impact of these differences on social cohesion and integration need to be studied thus this study on language and refugees.

Diversity has a negative impact on language acquisition and successful integration of refugees. Studies in the USA, United Kingdom and in Europe confirm the negative effects of diversity. Study by (Demireva, 2019, 4) finds that income inequality and deprivation have a greater impact on social cohesion than does diversity. These studies also show the linguistic disparities as exacerbating the migrants’ quest for social inclusion and cohesion. Migrants’ inability to express their feelings and explain their acquired environments in

appropriate language leaves them vulnerable to communication barriers and the risk of wrongful interpretation when the story is told for them instead of by themselves.

In order to eliminate diversity and drive host and migrant communities towards inclusion, a process of mutual acceptance and adaptation between migrants and receiving communities must be embraced. The degree of migrants' inclusion depends on the individual migrants concerned and the context in which acceptance and adaptation takes place. This process involves articulation of language by migrants among host community.

A number of factors affect inclusion of migrants into their host societies. These include their population, and personal factors such as age, gender, education level and linguistic endowment: social networks, and their ability to lobby and agitate for their rights.

Refugees and migrants inclusion is personalized experience. It differs among refugees, migrants, and family members, and varies from "groups" of migrants. Context influences migrants' degree of inclusion, both geographical location and timing. Every country, society and community approach inclusion in a different way, this depends on his or her respective historical, socio-politico-economic and cultural contexts. A change in resultant attitudes towards migration and diversity over time, can determine the type of migration and inclusion policies a State adopts.

The African Union Migration Policy Framework for Africa (AU MPFA 2018-2030), envisioned that for successful integration in the host communities to be realised, access to basic social services such as education, health and employment must be enhanced. Whereas the education provision does not explicitly spell out emphasis on SLA acquisition, it gives good grounds for policy makers to consider SLA, as a core segment in education needs to foster refugee integration.

Kenya hosts a large number of refugees and asylum seeking population. The country's location in conflict prone neighbourhood with South Sudan and Somalia accounts for this large refugee influx. For example, Somali and South Sudan have witnessed prolonged civil wars that have led to external displacements.

Kakuma refugee camp is located in Turkana County neighbouring the Republic of South Sudan. It was established in 1992 to host unaccompanied minors who had fled the war in Sudan and from camps in Ethiopia. The camp hosts approximately 185,000 refugees from twenty countries, (UNHCR, 2019).

1.2 Problem Statement

Language is a central requirement for the inclusion of migrants' into the receiving society and among migrants themselves. In Europe, for instance, 95 per cent of Europeans agree that command of the respective European national language is important for migrants to integrate, (European Commission, 2018). Language can increase potential for inclusion of migrants prior to departure to new country.

With or without sufficient knowledge of first language migrants often identify language barriers as one of the first challenges they face thus hampering their inclusion into host society. This is supported by admission by Sophal, a Cambodian *émigré* to Thailand "his first three months proved to be very difficult due to language barrier". As a result, he could not communicate with people neither was he familiar with the food, (Sophal, 2015). Apart from facilitating social interactions, language helps migrants navigate a new environment; including enabling migrants seek social services such as health care, housing, education and inclusion into the labour market among others.

The pivotal role language to for migrants' seeking inclusion cannot be overemphasized. As such, language is an important area of government integration policy. National or local administrations sometimes support migrants in language acquisition through mandatory language courses for migrants.

Language requirements have dual effect on migration and integration. Language tests can deter migrants from applying for a particular status such as citizenship, rather than motivating them to master the language. These tests can also exacerbate vulnerability faced by migrants who are unable to pass the tests due to inability to learn the language. Different factors however contribute to this inability such as age, literacy, as well as health, family or economic reasons.

For instance, evidence from (McLaughlin, 1992) research supports argument that age is negatively correlated with one's ability to learn a new language. There is need however for an investigation to ascertain for instance if evidence exists to supports the relationship between age and one's ability to learn a second language.

Whereas a number of studies exist that have examined second language acquisition among refugees, no study yet exists that has analyzed these feature in Kenya. This study aims to fill this research gap by interrogating the use of language as a measure of successful integration of refugees in Kenya. Kakuma refugee camp is selected strategically because of its unique refugee diversity as opposed to Dadaab.

1.3 Research Questions

1. Are there any laid down mechanisms for refugees to acquire a second language in Kenya?
2. What is the effect of proximity and diversity on language acquisition by refugees?
3. What strategies are used to determine language competency among refugees in Kakuma?
4. What is the role of the government in refugee language integration in Kakuma?

1.4 Objectives

The general objective of this study is to investigate the role of language in integration of refugees in host communities.

1.5 Specific Objectives

1. Identify the criterion/strategies of language integration among refugee community
2. Examine the effect of language proximity and diversity to refugee integration in Kakuma.
3. Explore the effect of language competence on integration among refugees in Kakuma
4. Determine the role of the government in language acquisition among refugee communities in Kakuma, Kenya.

1.7 Scope of the Study

Geographically, the study on second language acquisition is restricted to Kakuma refugees' camp in Kenya. The study was restricted to analyzing and achieving the objectives set out in the section on objectives. The study was also be guided by independent and dependent variables identified in order to determine the validity and otherwise of the objectives and research questions.

1.8 Justification

While many studies have focused on mere refugee integration and human security, the language needs as the medium within which refugees realize their integration needs in all its contexts has received little attention. This study takes debate around integration further by analyzing the effect of second language acquisition on facilitating integration of refugees within the refugee camp among the refugees and the host community. By arguing that second language acquisition facilitates integration of refugees within the refugee camp and with the host community, this study finds that it is because of the innate importance of language as pivotal instrument not only of communication but also of expression of sociological and cultural heritage.

Consequently, the use of second language as a tool of identity is one of the effective means through which refugee integration occurs. Thus, this study focuses on second language acquisition for integration of refugees in Kakuma refugee camp.

1.9 Significance of the Study

This study is expected to provide policy directions that will form important basis for government decision making on language acquisition and successful integration. This study also seeks to awaken research interest focus in this area of language and refugees in Kenya. The study also seeks determine whether language acquisition is necessary for refugee integration in the country

Lastly, this study is significant in being the first study examining the important role of second acquired language in refugee integration in Kakuma refugee camp.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

The chapter is subdivided into three sub-titles: the theoretical literature, relevant literature and conceptual framework. Theoretical and empirical literature about the importance of language as refugee integration tool reviewed. The first section reviews the theory and exposes the theoretical foundations that underlie the second language acquisition by refugees. The second section reviews studies carried out on the subject, and the final section deals with the critic of the literature

2.0 Theoretical Literature Review

Language is an innate human component. The communicative element of language gives it the articulation characteristic that is the heartbeat of language. The ability to communicate effectively is the goal of all languages. In Second Language Acquisition (SLA), a person tries to learn and acquire a second language in addition to his/her native (mother, first) language.

2.1 Interactionist Theory

This study adopts the Interactionist theory as its theoretical foundation in the study on second language acquisition by refugees in Kakuma refugee camp. According to interactionist approach, interactions between persons with others, learners, teachers and their environment determine language acquisition. The rate of language acquisition determined by language proximity (geographical and socio-linguistic) and diversity factors.

Interactionist theory associated with Vygotsky, a psychologist, the theory views meaningful interaction with others as the basis of acquiring new knowledge and language (Vygotsky, 1987). In Vygotsky's perspective, context-dependent social interaction is important in second language acquisition. The meanings or syntax in language is socially constructed. Meanings in language emerges out of a learner's interactions with his/her environment (Vygotsky, 1978), (Kaufman, 2004). The environment can be a refugee camp

or open society. Interactions facilitate acquisition of second language through conversations and written language modifications that occur in the course of conversation/interactions that provide learners with additional comprehensive and dictative language input.

Interactionist is more powerful a theory than other theories “because interactionism invoke both intrinsic and acquired environmental factors to explain language learning”, (Larsen-Freeman and Long, 1991). Thus, language is not only a matter of syntactic structures and their semantics but as a matter of discourse: an interaction or a consummation.

To (Brown, 2000), views Vygotsky has proposed the “zone of proximal development (ZPD) or linguistic proximity” of language as a medium where learners construct new (second) language through socially mediated inclusive interactions. Learning must take into consideration the socio-cultural characteristics and individual life experiences of a person. In a social interactionist view, knowledge develops first through social interaction and then becomes an internalized part of the memory of the learner. This is then passed on to generations.

Similarly, (Mondada and Doehlier, 2004) posit that the “weak version” of the interactionist approach acknowledges that interaction is “beneficial, or even necessary”, (Gass & Varonis, 1985) for learning by providing occasions for learners to be exposed to comprehensible, negotiated, or modified input like in (Long, 1983, 1996). This weak view of interactionism views social interaction as playing a secondary role in SLA, providing momentary frames within which language learning processes should take place. Conversely, the strong view of interactionist approach recognizes interaction as a “fundamentally constitutive dimension” of learners’ everyday life (Mondada and Doehlier, 2004).

Interaction is the foundation SLA and forms the most basic of the requirements. Therefore, social interaction of persons provides an interactional framework within which development processes of language take place, as a social engagement. Social interaction involves the learner as a co-constructor of joint language activities, where language and other competencies are put to work within a constant process of adjustment “black box”

vis-à-vis other social agents and emerging context (Sarem and Shirzadi, 2014). Conversationalist or sociocultural approach to second language acquisition (Mondada & Doehliet, 2004) similarly adopted this position.

Long (1985) argues that “the idea that comprehensible input” is necessary for SLA forms a basic tenet of the interactionist position. This is the ability to comprehend and interject during a conversation as the only way to determine that there is interaction going on.

However, this is contrary to interactionists’ view where the communicative element of language as a give and take game in natural conversations between native and non-native speakers is the crucial element of the language acquisition process. Thus, language is not acquired through comprehension abilities alone but the conversation must involve holistic engagement of all players. Their focus is on the ways in which native speakers modify their speech to try to make themselves understood to non-native speakers.

Interactionists are also interested in how non-native speakers use the knowledge of new language to get their ideas across and to achieve their communicative goals. (Sarem and Shirzadi, 2014) as the “negotiation of meaning” refer to this trial-and-error process of give-and-take in communication between natives and non-natives as they try to interact and converse,

2.2 Relevant Literature Review

Commenting on how people acquire another language, (Krashen, 1985) argues that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input. When the filter is ‘down’ and appropriate comprehensible input is presented and comprehended, acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented the language ‘mental organ’ will function just as automatically as any other organ”. To Krashen, receptive factors (filters) are important in language learning.

Commenting on why learning host language is important, (Essar, 2006) points out that learning host language is important to help develop a sense of belonging and reconstruction of ways of life and identity among refugees. This view is well captured by interactionist

perspective already explained. To build strong social interactions through effective comprehensible communication, language competence is key. This is achieved through proper learning of the host language.

While Essar focuses on language acquisition for identity, (Liam, 2014) takes this discussion further by analyzing the impact of SLA on socio-economic integration of refugees. According to Liam, there is strong correlation between knowledge of ‘host’ language and socio-economic integration of refugees. The prima facie purpose of language learning is to facilitate integration: social, economic and cultural integration. Therefore, language acquisition is important in facilitating this integration.

Identity and socio-economic integration are important factors in determining successful integration. This occurs with language proficiency as its underlying facilitator. Whereas (Allan, 2013) argues that the reason of unsuccessful integration is level of proficiency of the host language. Low levels of language proficiency in Allan view means less integration, therefore incomplete identity and social inclusion.

Language as a business tool, (Nash, 1971). Language is the medium, determinant and substance even of much experience as something we use and respond to rather than as an object for definition of analysis. Nash argues, “In our language, as in our behavior generally, we are compelled by power of custom. This power is broadly beneficent and indeed necessary to easy working of language. It provides us with clues as to social roles and expected patterns of behavior within those roles... it informs us in our encounters with “strangers”, it prescribes for us the part we should play in every way with everyone...we experience language differently according to our knowledge. Nash arguments coincide with Liam socio-economic integration perspective. Language acquisition is important in business affairs.

Operationally, (Cratford, 1965) looks at how language is related to “human social situations in which it operates”. Language is a type of patterned human behavior. It is a very important way human interact in social situations. Language as learned behavior has its origin in behaviorist school associated with B.F Skinner. (Brown and Miller, 1980) hold

similar view to Crawford that language is central to all human communities. The young have the task of learning the language of the old in his society.

Perhaps one of the synthetic writing on language and migration is (Bermejo, 2008) working paper title *Language and Immigration: An Analysis of the Development of Linguistic Requirements in Immigration Policy*. Bermejo sees more countries applying mechanisms to teach immigrants the local language (along with other cultural teachings) as a precondition for integration. These is achieved through mandatory language trainings aimed at enhancing the integration of new arrivals or of those who already live in the country but do not master the language and need to be integrated as asylum seekers or refugees.

Analyzing language programs for newcomers in Canada, (Tadayon and Khodi, 2016) posit that “The benefits of language instruction and its effects are not limited to governing systems but extend to the immigrants and newcomers who utilize this tool for empowerment in their interaction and try to gain the same opportunities for social benefits as native speakers in their target setting. The necessary condition for such intended goals is the development of agreed standards and norms to enhance opportunities for newcomers”. As such, language programs for refugees should be designed to enable the refugees not only to fit into the host society but also to economically empower them for their general stay into the host society.

In their analysis of the role of language in shaping international migration, Andsera and Pytlikova, 2012) contend that, “Fluency in (or ease to quickly learn) the language of the destination country plays a key role in the transfer of human capital from the source country to another country. This also boosts the immigrant’s rate of success at the destination’s labor market”. Using dataset from OECD countries the authors conclude that language proximity increases the probability of learning a second language (SLA) while diversity reduces these probability. This applies to all migrants irrespective of their interpersonal relationships with each other, the host community, government services among others.

2.2.1 Second Language Acquisition in Kenya and Other Regions Compared

It is important to compare how other jurisdictions have managed language acquisition by refugees who enter their jurisdictions for safety purposes. Whether as a refugee or asylum seeker, second language acquisition begins at the onset of the movement process. Some countries have elaborate language guidelines resulting from endemic movement into their jurisdictions by migrants of all characteristics in an attempt to find safety and livelihoods. This brings with it unprecedented language challenges that metamorphose to become national and regional concern and threats. No region can serve as a better benchmark than the EU. The EU has a long history of integration policies compared to EA. This includes many instruments concluded within the EU to the extent that a whole jurisprudence on the EU referred to as EU law exists. While developing these guidelines, second language acquisition has not been left behind. The “EU law” makes various tacit pronouncements on language requirements for refugees and asylum seekers within the EU borders without discriminating their official status. By official status, this study notes that there are elaborate processes for the recognition and acquisition of refugee status according to the refugee laws in the EU. One such “law” is the ongoing process of establishing a Common European Asylum System, a form of EU law for management of asylum within the region that seeks to level the playground per asylum seeking management to ensure fair, humane and regular manner.

The council of Europe has been on forefront of promoting inter-governmental cooperation among EU Member States (MS). The adoption of (ECC, 1954), promotes the linguistic diversity and language acquisition within the EU. Article 2 of the Convention calls on member states to promote reciprocal teaching and learning of their languages. The integration of migrants and the impact on it of their acquisition of competence in the language(s) of the host country are a focus for political debate and policy initiatives in a growing number of Council of Europe member states, as is demonstrated by the surveys carried out to date by the Council of Europe.

The linguistic integration of adult migrants project, part project of the EU cultural council aims to cooperatively tackle the language problems resulting from migration into Europe. The aim of this project is to teach migrants European language to facilitate communication

between migrants and host communities. Language acquisition and competence are pertinent for successful integration of refugees and migrants. Successful integration is itself important for security and peace of the host societies.

The need to communicate within a community and with outside world is a basic need, a human right per language. Any unrealistic language requirements and laws hamper the realization of this need and right. States are thus under obligation to ensure successful integration processes that are inclusive and that promote the welfare of the refugees.

2.2.2 Second Language Acquisition by Refugees in Kenya

The government of Kenya does not have a tacit policy on language of migrants and refugees. The linguistic silence exhibited by the constitution implies no aggressive policy on integration. Despite this, the constitution of Kenya appreciates the role of language in spurring socio-economic development.

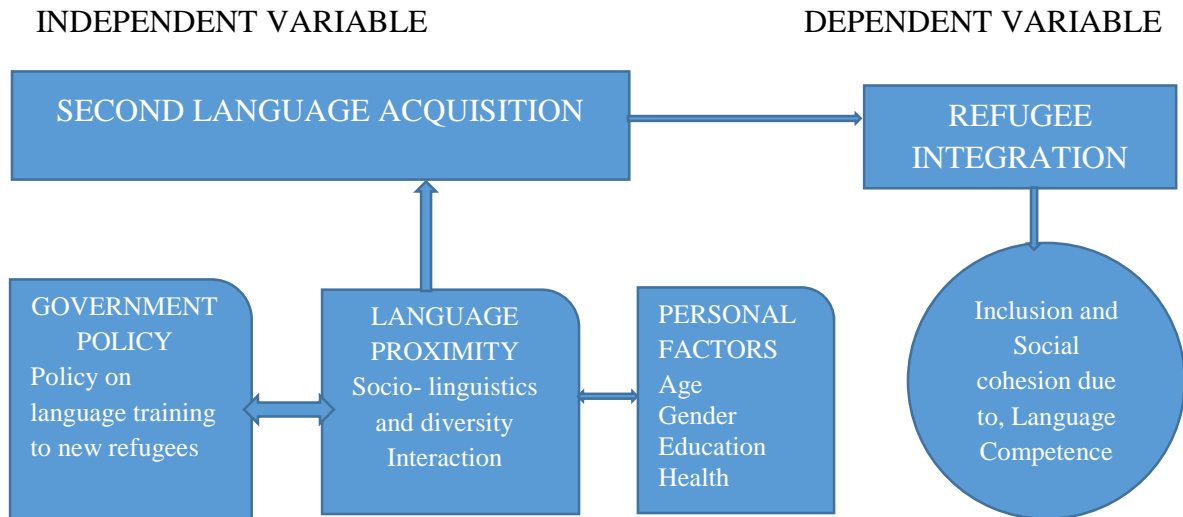
Various studies have been conducted on the interface between language and refugees. In (O’Callaghan and Sturge, 2018) quotes Mendenhall thus “Few refugees arrive proficient in one of Kenya’s official languages, Swahili and English. One study of a school in Nairobi suggests that the presence of refugees has increased the range of spoken languages, with one anecdote reporting seven languages spoken by children in one class (Mendenhall et al., 2015).

Constitution of Kenya 2010 section 44 provides the sanctity of language thus (1) every person has the right to use the language, and to participate in the cultural life, of the person’s choice. The reading of this sub-section shows that the Kenyan government does not have official language policy for migrants. Whatever language they come with, they will retain their linguistic identity until they decide otherwise.

(2) A person belonging to a cultural or linguistic community has the right, with other members of that community— (a) to enjoy the person’s culture and use the person’s language; or (b) to form, join and maintain cultural and linguistic associations and other organs of civil society. (3) A person shall not compel another person to perform, observe or undergo any cultural practice or rite”.

2.3 Conceptual Framework

Figure 2.1: Conceptual Framework



Source: Author's Construct 2020

2.3.1 Description of Variables

Dependent variable (DV): Refugee integration in Kenya. Inclusion of refugees into socio-economic and cultural life of the host country and Kakuma camp is important requirement for social cohesion of the refugee community and host community. Language is the primary determinant of potential effective integration. It is the only tool used in deciding whether one can be accepted into a host society on understood terms such as observation of host culture.

Independent variables (IV): the second language acquisition determined either by government policy; individual effort of refugees, which is informed by their proximate needs; or intrapersonal refugee factors like Age, literacy level and health is vital for enhancement of integration. Young persons have demonstrable ability to acquire another language faster and easier than adults do. Literate persons have increased chances of acquiring a second language as opposed to illiterate persons. Lastly, health of person is important as the psychosocial wellbeing promotes ones social interaction that is important for language acquisition and practice.

2.4 Language Proximity and Diversity

Language proximity and diversity in the context of socio-linguistics and ethnographic relationships. Language proximity takes the form of socio-linguistics (Bantu, Cushitic and Nilotic language groups). The closer the languages in genetic and genealogical formation, the easier to be acquired within the same language gene and genre. Language diversity presents the opposite genetic and genealogical characterization therefore being difficult to be acquired by persons outside the language group.

Government policy on SLA by refugees determines success or failure of refugee integration. For integration purposes, governments globally impose a language requirement where refugees and other bona fide potential integratees have demonstrated a given level of language competence as a precondition for acceptance. Some countries like the Netherlands have gone further to include not only language but ability to follow and live through certain Dutch cultural practices which is offered through the Dutch civic integration course.

Refugee interpersonal factors such as afro-ethnic origin, nationality, religion and economic status can determine the speed refugee integration due to the speed at which the refugee is able to demonstrate success in meeting the integration requirements including language acquisition and competence.

CHAPTER THREE

DATA AND METHODS

This chapter presents the methodology of data collection, analysis and interpretation for this study. This section comprises research design, type of data collection, data collection methods, data collection instruments, data analysis.

3.1 Research Design

This study applied a qualitative research design where questions were open and closed-ended to capture responses on language acquisition. The questionnaires that included both closed and open-ended questions were administered through interview method. This design was selected because it is important for the researcher to find from the available literature and field on the study variables.

Primary data was generated from field surveys through administration of questionnaires and interviews with key informants. Conducting a survey during the time of public health emergency necessitated by the outbreak of COVID-19 was a challenge. The researcher could not travel due to travel restrictions imposed by the government. In addition, it was impossible to adhere to some of regulations like social distancing and administer the questionnaires in a short time. The researcher therefore engaged the services of a research assistant who works in the camp for purposes of questionnaire to interview administration. Parcel delivery service providers then sent the filled questionnaires to the researcher.

Secondary data collected from desk research that involved collecting data from existing resources hence is often considered a low cost technique in terms of time, work force and

money compared to field research. This data was helpful in corroborating the collected primary data from survey in the field.

3.2 Data Collection Instruments

This study relied on administration of questionnaires on the integration of refugees and acquisition of second language: a case of Kakuma refugee camp, Kenya for the collection of primary data. The researcher's aim to sample a group of participants distributed 45 questionnaires while five key informant interviews were arranged with key resource persons who are regularly involved in teaching refugees in schools.

3.3 Study Population

This study was about the integration of refugees and acquisition of second language: a case of Kakuma refugee camp, Kenya. Kakuma refugee camp is located in the north part of Kenya in Turkana County. Kakuma was selected because it has a large presence of refugee from several countries such as Uganda, south Sudan, Sudan, Rwanda, Burundi, DR Congo, Central Africa Republic, and Nigeria among others. This multiculturalism and multilingualism in the camp necessitates the adoption of a unifying language by all the refugees for communication and integration purposes at both the interpersonal and intrapersonal levels.

The camp is home to approximately 196,050 people who call the camp home as at March 2020. For the purposes of this study and taking cognizance of research ethics, only adult population above 18 years of age were considered for questionnaire administration. Therefore, given the total populations figures above, this study focused on 85,208

representing 43.4% of total population who had attained the age of maturity as at March 2020. Table 1 below shows refugee population distribution per age:

Table 3.1: Study Population of Refugee by Age and Sex, Kakuma Camp

Age group	Sex				Total	
	Female		Male			
	Number	%	Number	%	Number	%
0-4	13,375	14.6	13,945	13.4	27,320	13.9%
5-11	21,500	23.4	23,372	22.4	44,872	22.9%
12-17	16,489	18.0	22,161	21.2	38,650	19.7%
18-59	38,668	42.2	43,957	42.1	82,625	42.1%
60+	1,686	1.8	897	0.9	2,583	1.3%
Total	91,718	100.0	104,332	100.0	196,050	100%

Source: UNHCR 2020

With a confidence level of 95% and a margin error of +-5, and expecting a response rate of 50% of all sampled individuals to respond, this study aimed to interview 383 refugees and key informant persons. The sample size of 383 persons for interview was arrived at using (Cronbach 2083) formula:

$$n = N \times X / (X + N - 1),$$

Where, $X = Z_{\alpha/2} \times p \times (1-p) / MOE^2$, and $Z_{\alpha/2}$ is the critical value of the Normal distribution at $\alpha/2$ (e.g. for a confidence level of 95%, α is 0.05 and the critical value is 1.96), MOE is the margin of error, p is the sample proportion, and N is the population size.

3.4 Data Analysis Procedures

The researcher collected the data, coded, cleaned and entered, to analysis using the Statistical Package for Social Scientists (SPSS). The report generated helped the researcher, using descriptive statistics: to describe phenomena on language and refugees integration.

3.5 Ethical Consideration

Utmost regard to intellectual property and confidentiality were observed. All material reviewed was cited and the author acknowledged appropriately according to citation rules. Where the publication reviewed is confidential, prior permission and consent of publisher were sought from the author before citing it.

The study also avoided the use of personal identifiers such as names to reduce exposing the interviewees this is to ensure confidentiality of information given by interviewees and guarantee their privacy.

This study was fully authorized to be carried out. It was considered ethical to obtain relevant authorizations in order to protect both the researcher while collecting data in the field and ensure the data and law to reduce instances of misuse of information from research protects information provided.

3.6. Study Limitations

During the course of this study, various limitations were anticipated. Some of this was lack of adequate resources to purchase all publications dealing directly or indirectly with language and refugees integration issues. Secondly, time factor was also a limitation since

the researcher could not read all publications within timelines. The third limitation was research requirements relating to procurement of research permits and authorizations from relevant governmental institutions that are bureaucratic. Lastly, financial limitations, as the researcher could not marshal all financial needs to carry out this research.

These limitations affected the number of persons for interview thus affecting the sample size. It was expected that this research could reach to the full sample size as captured under study sample subtheme above, however, given factors such as time, financial limitations, the unforeseen global pandemic of COVID-19, which castled movements, and` congestion among the preventive strategies, this study revised the sample size purposively to 68 interviewees.

CHAPTER FOUR

FINDINGS

This chapter presents and interprets the analyzed data along the objectives identified in the study. In the end, the study seeks to establish the relationship between second language acquisition and refugee integration. The data is presented using tables and figures.

4.1 Background Information

This section presents findings from questions posed to respondents to capture the background information in the form of country of origin, sex, age and levels of education.

4.1.1 Response Rate

The study achieved a 70.7% response rate when 41 questionnaires were returned of the possible 58 that had been purposively sampled. Seventeen questionnaires representing 29.3% of expected full response were not returned despite attempts to trace the interviewees who had picked to fill them and return. This rate was achieved because of good networks with liaison person in Kakuma and consistent follow-ups and ready guidance made by the researcher during filling of the questionnaires. According to (Mugenda and Mugenda, 2003), a response rate of at least 65% is sufficient for a study to be successful. Thus with a 70.7% response rate, the threshold was achieved which enabled the researcher to conduct the analysis of the data and present them in this chapter.

The table below presents data on the respondents per country of origin in Kakuma

4.1.2 Representation by Country of Origin

Table 4.1: Percent Distribution of Respondents by Country of Origin

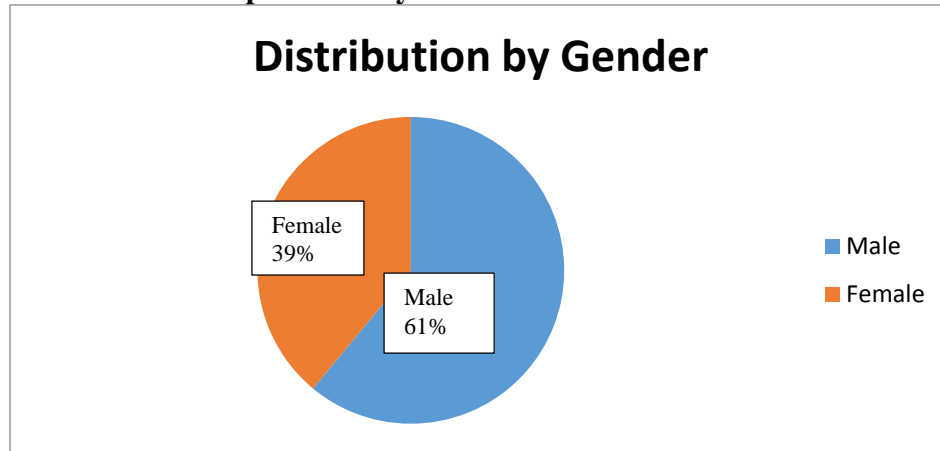
Country of Origin	Number	Percentage
South Sudan	12	29.3
Congo, DR	6	14.6
Somalia	5	12.2
Uganda	7	17.1
Burundi	2	4.9
Ethiopia	3	7.3
Rwanda	3	7.3
CAR	1	2.4
Sudan	2	4.8
Total	41	100.0

Source: Research data 2020

From the table 2 above, 41 respondents of different nationalities were interviewed in Kakuma. This is important in establishing the diversity of language and language systems. Majority of the respondents at 29.3% of the total sample population were from the Republic of South Sudan. This is consistent with actual populations per country of the refugees in Kakuma that put South Sudan as the top country with large number of refugees in the camp. Other respondents hailed from countries as shown in table above.

4.2 Demographics

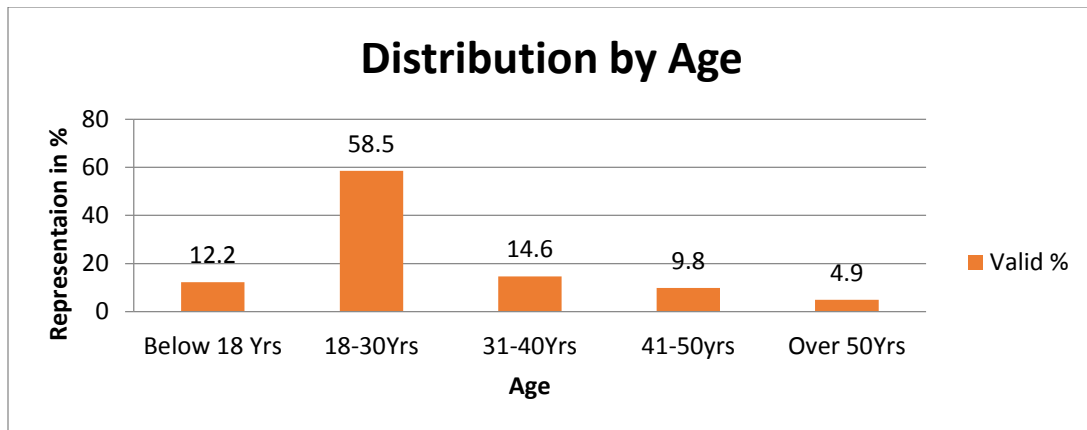
4.2.1 Distribution of Respondents by Gender



Source: Research Data (2020)

Figure 4.1: Chart of Distribution of Respondents by Gender

Figure 2 above captures the segmentation of respondents according to their sex/gender. Male respondents were 61% while females were 39%. This finding indicates that more males participated in the study compared to females. This distribution gives a picture of refugee disaggregation by sex.



Source: Research Data (2020)

Figure 4.2: Distribution of respondents by Age

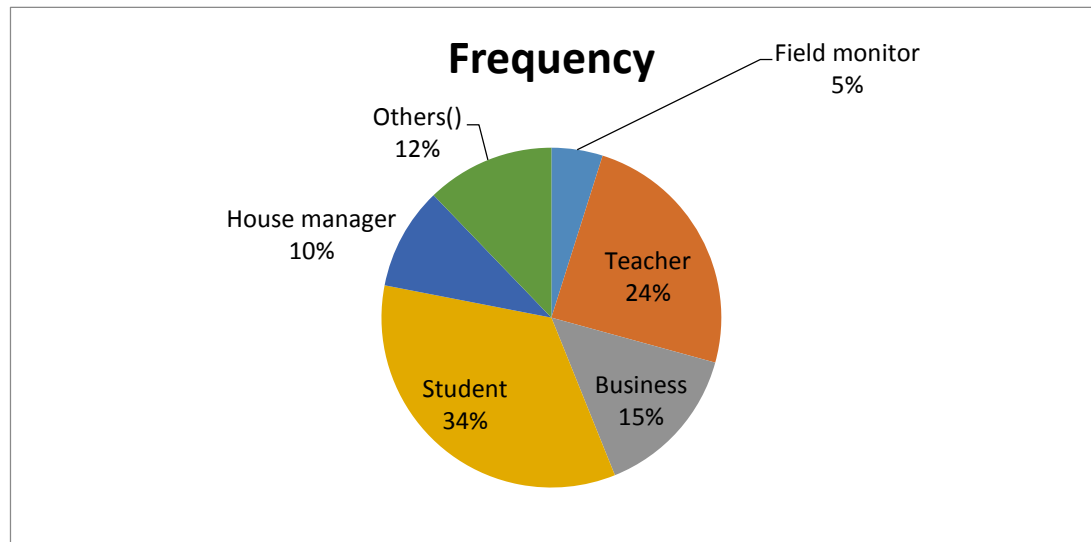
Age is an important factor in language learning and acquisition. So is other factors such as gender, mother tongue/first language influence among others. This study sought to establish the age distribution of its respondents for the purpose of establishing how age determines second language acquisition. In this research, respondents recorded different ages. From the graphical presentation above, more than half (58.5%) of the respondents were above 18-30 years, followed by those between 31 and 40 years – at 14.6% of the respondents. Those who are below 18 years and above 41 years represented 12.2% and 9.8 of the respondents respectively. The data is captured in figure 3 above.

4.2.2 Personal Factors in SLA Acquisition

Language acquisition is also determined by prevailing socio-economic imperatives that drive the need for the language or a second language. One's occupation/ professional background is vital in driving the linguistic needs of the individual. Language in this context can be viewed as a status symbol. People in certain classes will need certain language and thus proceed to acquire it while others will not. The refugees linguistic needs are also determined by their socio economic circumstances and their social status relative

to other refugees in the camp. It is on this understanding that this study sought to know the socioeconomic state of the respondents. Their responses are as captures in the chart below.

The figure below presents these findings.



Source: Research data 2020

Figure 4.3 : Respondents Distribution by Occupation

From the findings, majority of interviewees drawn from the refugee population were students at 34%. This therefore means they have some understanding of the intermix between educational growth and language and have higher ability to learn a second language than others. Additionally, they have the highest linguistic needs and potential use compared to other occupations. Their ability to grasp this interconnection of language is significant. This would thus mean the government needs to boost the capacity of migrants in acquiring a second language through schools. Corresponding to the student language needs is the role of the teachers in facilitating acquisition of language. From the data presented above, 24% of respondents were teachers compared to 15% business. There is a

direct relationship between students and teachers in turn this determines effectiveness in acquisition of second language.

4.3 The Role of the Government in Second Language Acquisition of Refugees in

Kakuma

When asked about the role of the government in their acquisition of second language. A number of factors were mentioned to respondents upon which they were to indicate their knowledge 93% of respondents had no knowledge of the existence of government of Kenya laws. They could not relate their language acquisition efforts to any compulsion of law. 7% of the respondents could not comment on whether there are laws on second language acquisition by refugee. The refugee language needs in Kenya seems to have been very insignificant attention in laws, policy and practice. When asked whether they are aware of any policy guidelines on language acquisition by refugees, 93% of respondents could not recall any such policy while 7% could not comment. This means the respondents could not place a tacit policy pronouncement on refugee language acquisition.

The government of Kenya does not manage linguistic life of refugees. Kenya does not have language requirement for refugees' integration in Kenya, nor is language a condition for their residence in Kenya. This outcome is consistent with government practice where the government does not prescribe or proscribe any language. This seems to be underlined by what was discovered in the literature on language policy in Kenya where not specific policy could be cited on refugee language (GoK, 2010, 2011) see section 2.1.1.

The table below presents snap view of respondents view on laws, policies on second language acquisition.

Table 4.2: Presentation of Responses on Law, Policy and benefits of Second Language

Laws/ Policy	Response							
	Yes		No		Nil			
	Frequency	%	Frequency	%	Frequency	%		
Laws	0	0	38	92.7	3	7.3		
Policy	0	0	38	92.7	3	7.3		
Benefits to refugees	0	0	38	92.7	3	7.3		
Total	0	0	38	92.7	3	7.3	41	100

Source: Research data 2020

From the figure above, 93% of respondents confirmed no knowledge of laws or policies on language in Kenya. This confirms that the government of Kenya does not impose language requirements for admission, stay and final integration of refugees. There is no law or policy in Kenya prescribing or proscribing a given language(s). Just the way refugees noted no laws and policies promoting language to be used by refugees, so do they see no benefit into acquiring another language. From the figure above 100% of respondents were not aware of language benefits.

This poses serious challenge to language acquisition initiatives among refugees. For instance, knowledge that one will be integrated into host community is good motivator for refugees to learn a second language.

The less role of the government in language acquisition of refugees is reflected in the lack of laws, policies and regulations on refugee language, (see section 2.1.1) on refugee language acquisition policy in Kenya. This is partly explained by the fact that the Kenyan government does not have well developed integration policies that could provide for language integration. The government is comfortable with encampment policies at the expense of integration policies that are effective in managing refugees. However, it should be appreciated that integration is a process that goes on either within the camp or between the camp and local community through a common language.

4.4.1 Actors in Refugee Management in Kakuma

The hidden angels to the tedious journeys of refugees in search of safety and security cannot be overlooked. When asked to name some of the important agencies providing humanitarian services to them, the refugees were quick to name among others the government of Kenya and UNHCR as principal actors. Others are the Lutheran World Foundation (LWF), World Food Program (WFP), Norwegian Refugee Council (NRC), and International Rescue Committee (IRC) among others.

However there is need to integrate the services offered to the refugees by the different actors to ensure there is coherence and duplication is eliminated. This will help boost the synergies of various actors for good purpose. One of the best strategies in building synergies among the actors and refugees is through promotion of a language for communication and dialogue purposes. Thus, there is need for second language among the refugees as the single unifying language.

One of the most important actors in refugee affairs in camps is the host governments. In Kenya, the Government of Kenya has a significant responsibility in not only hosting the refugees and ensuring their human security, but also ensuring the refugees social and security. To this end, the government policy on language is important in determining the refugees' second language acquisition.

Government policy on language use by refugees can either facilitate the refugees to acquire a second language through deliberate structured ways or by individual efforts, which is often accidental or incidental, or by default e.g. from schooling system.

4.5. Integrated Approach to Provision of Language Services

In seeking an understanding of the objective that sought to establish the strategies used in language acquisition among refugees, the following were explored.

Respondents highlighted the lack of coordination as one of the obstacles to establishing comprehensive language services in Kakuma.

Table 4.3: Barriers to Effective Coordination on Language

Barrier	Frequency	%
Lack of Basics	15	36.6
Poor Coordination	12	29.3
Lack of Awareness	2	4.9
Language Barrier	5	12.2
Nil	1	2.4
Others	6	14.6
Total	41	100.0

Source: Research data 2020

From the table above, poor coordination is cited second highest to lack of basic services by refugees interviewed. Majority of respondents with a frequency of 36.6 per cent cited lack

of basic services as a barrier to effective language coordination while 29.3 per cent respondents cited poor coordination among agencies involved in refugee management in Kakuma as the second most critical barrier.

Language barrier is also cited as one of the reasons for poor coordination. Interestingly, 12.2% of respondents felt that lack of language for communication between refugees and service providers, and between service providers is a reason for poor coordination. This can be resolved by standardization of operations and adoption of language understandable to all actors.

4.5.1 Strategies for Collaboration in Language Acquisition

When asked to provide strategies that can be used to deepen collaboration between the government and migrants in language acquisition, the following were the responses as depicted in figure 5 below.



Source: Research data 2020

Figure 4.4: Strategies for collaboration in language acquisition

From the figure above, majority of the respondents (53.6 per cent) were of the view that the most effective strategy for collaboration with the government in language acquisition is through employment. The government could thus consider using the refugees in training in languages for other refugees with certain language needs

Integration of refugees within the camps and with host communities where camp is located can also be used as a viable strategy in language acquisition. This is possible to 39% of respondents who felt that if they would be granted the freedom to move within and without the camp and freely interact with the host community, then it is possible that they can acquire a second language more effectively.

Thus, language is used as a tool for integration of refugees into host community and integration or new refugees into the camp. Other strategies that could be used to enable migrants learn second languages are communication 24.4%, resettlement 7.3%, and social protection 4.9% respectively.

4.5.2 Barriers to Effective Collaboration

Respondents were of the view that effective collaboration between the government and refugees on language acquisition is hampered by various factors such as illiteracy as presented in the table below.

Table 4.4: Barriers to Effective collaboration

Barrier	Frequency	Per Cent
Illiteracy	15	36.6
Accessibility	10	23.4
Language Barrier	6	14.6
Lack of interest	7	17.1
Nil	3	7.3
Total	41	100.0

Source: Research data 2020.

Accessibility to government and the right government institutions dealing language needs of refugees is an important barrier to effective collaboration. The institutions involved in refugees' management cannot claim to have interest in teaching refugees any local language for integration purposes. The government agencies involved with refugees are worse off in providing language needs of refugees. Due to this lack of interest, there is no avenue for collaboration with government.

Given these structural inadequacies as far as language acquisition by refugees is concerned, they are left to seek for alternative means learning and acquiring a second language for their benefits. This means through which refugees can acquire a second language in Kenya are as presented in the table below.

Table 4.5: Means/ Strategy of Language Acquisition by Refugees

Means/ Strategy	Frequency	Per Cent
Interaction/Social networks	19	46.3
Schools	20	48.8
Business	2	4.9
Total	(41)	100.0

Source: Research data 2020

From the table above, schooling is the most preferred means through which refugees acquire a second language in Kakuma with a response rate of 49% while social interactions/networks ranked second as means/strategy for language acquisition. Business also played a role among strategies for language acquisition in the Kakuma Camp.

Respondents on this question returned 48 responses unlike the expected 41 based on the number of questionnaires distributed. The variation results from some respondents opting to give two valid responses on each parameter thus resulting in increased number of replies to one question. This in turn affects the response rate accordingly.

4.6 Effect of Language Proximity and Diversity on Refugee Integration in Kakuma

In establishing the linguistic relationships between two or more languages, several factors are considered. Languages are related by genetic morphology also referred to as genetic relationship or genealogically is what is referred to as genealogical relationship. These relationships define the closeness or distance of one language to another. In establishing the relationships of languages, there is always an attempt to take a geographical approach in finding out how close or far languages are. However, linguistic closeness (linguistic proximity and diversity) is not about geographical distance of languages but the genealogical and genetic proximity and diversity. This follows the general trend shown in the literature, namely that language proximity translates to ease of acquisition of another language in the same language genre/family while language diversity has the opposite effect, see section 2.3.

This study attempted to understand language background of the refugees, and juxtaposing it to their language needs in the context of their ability or inability to learn and acquire a second language for purposes of integration in the refugee camp and the host community. This study sought to find out the effect of language proximity and diversity on success of refugee integration in Kakuma. Their responses are as presented below.

4.6.1 Language Proximity and Diversity

The linguistic background of a refugee just like any other person is important in determining the ability to acquire another language. Language proximity is vital in determining the ease with which one acquires the second language. The more closely the languages genetically and genealogically, the easier to be acquired by someone who has

the same or similar language traits. For instance, it is easier to learn Nilotic languages by Nilotic speakers due to proximity than it is for Cushitic speakers to learn Nilotic language. The diversity between Nilotic languages and Cushitic languages is such that the learner experiences surmountable challenges before acquiring the languages. The genetic/genealogical proximity among Nilotic languages is greater compared to diversity. Thus, it is easy for someone to acquire a language in the same genre as his/her first language.

When asked to indicate which languages they were competent in before coming to the refugee camp, the respondents gave a variety of answers. It was realized that languages in the countries of origin of the refugees were closer in genetic/ genealogical characterization than refugees from other countries. This tended is among refugees from DR Congo who were using almost similar language than refugees of South Sudan origin who displayed linguistic proximity among themselves but greater linguistic diversity to refugees from other countries. Refugees from Rwanda and Burundi displayed similar linguistic proximity characteristics to DR Congo refugees. Refugees from Ethiopia displayed the widest linguistic diversity to the rest of the refugees. A similar scenario was observed with refugees from Somalia who displayed linguistic proximity among themselves but greater diversity to other refugees. This changed when refugees from Somalia, Sudan and South Sudan were tested on Arabic language. They displayed closer proximity than diversity showing how Arabic language spoken in different countries retains the same genetic/genealogical characteristics.

This can be called linguistic homogeneity where a language maintains similar characteristics irrespective on geographical location of the speaker. When asked about their

previous language experience in terms of the number of languages each refugee is competent in, the respondents gave the following feedback in the table below.

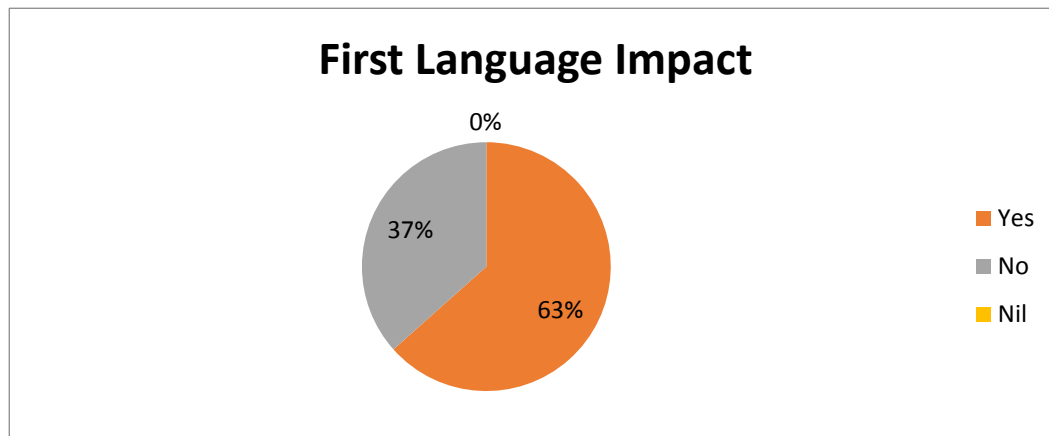
Table 4.6: Impact of First Language/Mother Tongue on SL

Language	If 1	If 2	If 3	Others	TOTAL
Mother tongue	5	12	2		19
English/Kiswahili			6	2	8
Others			14		14
Total	5	12	22	2	41

Source: Research data 2020

From the table above, it can be observed that refugees have different language experiences. While some have interaction with other languages other their first language/mother tongues, others have knowledge of more than three languages. The table shows that only five respondents had knowledge of their first language only prior to arrival in Kakuma while 12 respondents had knowledge of two languages, majority of respondents had knowledge of three languages at a frequency of 22. This implies that the refugees had at least knowledge of mother tongue and two other languages. It is common with educational services to have persons who are tri-lingual.

First language has an impact on the acquisition of second language in all systems. Thus, this study considered the impact of first language on success in learning second language. The table below presents the outcome.



Source: Research data 2020

Figure 4.5: Impact of First Language on SLA

From the chart above, 63% of respondents concurred that first language had significant impact on their process of acquisition of a second language. The impact of first language to acquisition of a second language is a function of linguistic proximity and diversity. Shorter linguistic distance between two or more languages, increases chances that the language will be acquired faster and easily in refugee livelihood. This can be compared to refugees who felt the first language has no impact acquisition of a second language. 37% of respondents averred that first language has no effect on their acquisition of a second language.

4.6.2 Effect of Many Languages on SLA

One of the unique characteristic of human beings is the linguistic ability to learn and permanently how difficult it is to reside in the camp without a second language or a transactional language. Multilingualism is a characteristic unique to human beings alone. This is sometimes called speech recognition. Multilingualism is the best measure for language proximity and diversity, which inform the government role.

How many languages can a human being manage to learn to competence? This is important a question that no study is yet to reply. This study sought to establish whether knowledge of more than one language; a common feature in most countries that were colonized before had affect one’s ability to learn another language.

In this study, all the respondents are bilingual or multilingual. Bilingualism or multilingualism depends on individual factors such as the ability of the individual to learn and be acculturated to various language cultures. The table below presents to research.

Table 4.7: Effect of Many Languages on SLA

Effect	Frequency	Percent %
Similar words	7	17.1
Pronunciations	5	12.2
Others	10	24.4
No effect	6	14.6
No comment	13	31.7
Total	41	100

Source: Research data 2020

From the table above, most of the respondents 31.7% could not ably establish whether bi/multilingualism affect positively or otherwise the ability to learn a new language. This is given that a second language can be any language of choice to the learner. In Kenya, the official languages and most popular in terms of population of speakers is Kiswahili and English. Thus, refugees who wish to resettle in Kenya would be obliged to learn these two languages. This opinion varied from other respondents. For instance, some noted the effect of many languages only in specific elements of language such as similar words 17.1%, pronunciation 12.2% and other factors 24.4%. This is because there are languages that have similar words that mean very different thing in another language.

14.4% of respondents felt that knowledge of many languages has no effect on acquisition of another language. To this group, languages are independent units of social representation that occurs naturally unhindered and that is passed down from generation to generation. The ability to learn many languages is a factor of genetic makeup of the individual and the environment within which the language is being learnt if all other factors are kept constant.

4.7 Effects of Language Competence on Integration among Refugees in Kakuma

In seeking to understand the effect of knowledge of second language (SLA) on integration of refugees in Kakuma, the following were considered.

4.7.1 Linguistic Preference by Gender, Education and Purpose

Language competence entails the use of subconscious faculties to learn, adapt and use language freely while creating more words that are new or word forms for use by self and others.

In finding out on how refugees are flexibly using the acquired language as they would their first language. The interviewees were asked to respond to a set of questions in one variable. The questions were interested in establishing how many male and female would prefer learning a certain language and for what purposes.

The table below presents the language preference picture of refugees interviewed for this research. Respondents were required to relive their acquired language preference based on a number of parameters such as gender, education level and purposes for acquisition of language.

4.7.1 (a) Language Preference by Gender

From the table, more female respondents prefer acquiring English 54% than Kiswahili 42% while more male prefer in Kiswahili 59 compared to English 43%. Secondly, most of the respondents who had preference in English and Kiswahili were secondary school students at frequency distribution of 63% and 29% respectively followed by primary school pupils at 12% and 24% English and Kiswahili respectively. However those who are past schools age or are not attending any school such as artisans displayed lower level preference in English 4.9% compared to Kiswahili which they highly prefer 27% and 17% other languages. Graduates had a 20% preference of English and Kiswahili respectively consistent with Kenya's education system languages of instruction and 44% preference to acquire other languages indicative with likelihood to resettle elsewhere given an opportunity. These responses uniquely show the importance of school system in Kakuma refugee camp as the sole major medium of language acquisition and integration. As demonstrated above in the table, most people reported learning languages from schools than other means.

Table 9 below Presents Comparative view of Language Preferences by Gender and Education level

Table 4.8: Language Preference by Gender and Education Level

Potential Language	Gender	Frequency	Per Cent	Education level	Frequency	Per Cent
English	Male	19	46.3	Primary	5	12.2
	Female	22	53.7	Secondary	26	63.4
				Graduate	8	19.5
				Artisan	2	4.9
Total		41	100.0		41	100.0
Swahili	Male	24	58.5	Primary	10	24.4
	Female	17	41.5	Secondary	12	29.3
				Graduate	8	19.5
				Artisan	11	26.8
Total		41	100.0		41	100.0
Others	Male	16	39.0	Primary	4	9.8
	Female	25	61.0	Secondary	12	29.3
				Graduate	18	43.9
				Artisan	7	17.1
Total		41	100.0		41	100.0

Source: Research data 2020

The two important languages for integration in Kenya are therefore English and Kiswahili. This confirms the fact that Kenya is a bilingual country despite there being many local languages that are used such as Turkana. The findings above however shifts when testing other languages other than English and Kiswahili. From the above table, majority of those who reported acquiring “other” languages were graduates at 44% while secondary level students indicated a 29% and artisans a 10% language preference. These language preferences integrate into that new linguistic community such as shown by graduates. Students would be better at local integration into local community, which will enable them access social services such as postulate the migratory ambition of the respondents. There are those who would prefer relocation or resettlement elsewhere and therefore would prefer a language that will enable them education while artisans’ preference can be explained by their intrinsic need to survive even in harsh conditions.

4.7.1. (b) Language proficiency

When asked to indicate their language mastery, all the respondents returned a favourable outcome showing language proficiency as the reason. Successful language acquisition is measurable in the extent of language knowledge and use. Language knowledge and use translate into language competence or command. This leads to the ability not only to use language but also to modify language, to create suitable words for different purposes

Table 4.9: Respondents' Language Proficiency per Language and Proficiency Indicators

Potential Language	Language skills	Frequency	Percent
English	Only literate	3	7.3
	Speak few sentences	3	7.3
	Proficient	17	41.5
	Local language speaker	5	12.2
	Nil	13	31.7
	Total	41	100
Swahili	Only literate	2	4.9
	Speak few sentences	2	4.9
	Proficient	14	34.1
	Local language speaker	5	12.2
	Nil	18	43.9
	Total	41	100
Others	Only literate	2	4.9
	Speak few sentences	2	4.9
	Proficient	31	75.6
	Local language speaker	5	12.2
	Nil	1	2.4
	Total	41	100

Source: Research data 2020

From the table above, language skills varies with language type. For English, 42% of respondents confirmed they could use it compared to 34% for Kiswahili. Other indicators of language skills receive low percentages indicating language preference effect to language skills acquired. This scenario shifts dramatically when asked to indicate their

skills on “other” languages. 75% of respondents admitted to having apt language skills in other languages. This shows the attachment of the refugees to languages of their origin countries. By sticking to their origin country languages, refugees experience slow pace of integration compared to where there is a unifying language such as English. Interestingly, most of the refugees have very low interaction with the local community since only 12% could use local language. This shows existence of two worlds in the same geographic region. Refugee integration with local community is not emphasized as it .The refugees in secondary school displayed more likely to be competent than graduates revealing that they are actually proficient in English, Kiswahili and any other national. These are respondents who are graduates meaning they have gone through schooling system in Kenya, thus started learning the language at a tender age. Their language competence has thus been improving over time. By acquiring second language through education, business and social interactions, refugees successfully integrate into the camp and with the host community. This is similar to the rationale adopted by the EU on language policy and refugee integration as expounded in the literature see section 2.1.1.

4.7.1(c) Reasons for Language Acquisition

Asked to indicate reasons of language acquisition, majority of respondents with a frequency of 39% revealed that they adopted or learned a second language for the purposes of integration thus easing interactions among themselves and the outside world while 49% acquired Kiswahili, yet 49% others acquired other languages for integration purposes. This applies to all languages, which presented the similar score on languages tested. 12% of the respondents indicated that they learned the second language for purposes of resettlement. The table below presents the language preferences and reasons for acquisition of language

Table 4.10: Presentation of Preferred Language and Reasons for Acquisition

Potential Language	Reasons for Acquisition	Frequency	%
English	Integration	29	39.2
	Resettlement	5	6.8
	Employment	21	28.4
	Others	19	25.7
Total		74	100.0
Swahili	Integration	29	46.8
	Resettlement	5	8.1
	Employment	21	33.9
	Others	7	11.3
Total		62	100.0
Others	Integration	29	46.8
	Resettlement	5	8.1
	Employment	21	33.9
	Others	7	11.3
Total		62	100.0

Source: Research data 2020

Additionally, 28% of respondents acquired English compared to 34% who acquired Kiswahili for employment reasons. This language acquisition increases the chances of securing employment. This means that over 30% of the interviewed population would readily take up employment if offered as a viable option to economic empowerment and long-term residency and integration into the local community. These may not be the only reasons for language acquisition by refugees. There are some reasons not considered by this study. This formed the “other” category in the study.

4.7.2 Command of Acquired Second Language

This study also sought to find out the level of language acquisition through measuring the competence of the refugees. Learning is one thing unlike the ability to put to practice what is learned. Language lives in practice and not in memory. The table below presents the findings of this question.

Table 4.11: Percent Distribution of Refugee language competence

Knowledge	Frequency	Per Cent
Basic/ No proof	8	19.5
Intermediate/ Elementary	16	39.0
Fluent/ Limited working	13	31.7
Expert/ Full prof	2	4.9
Native	1	2.4
No comment	1	2.4
Total	41	100.0

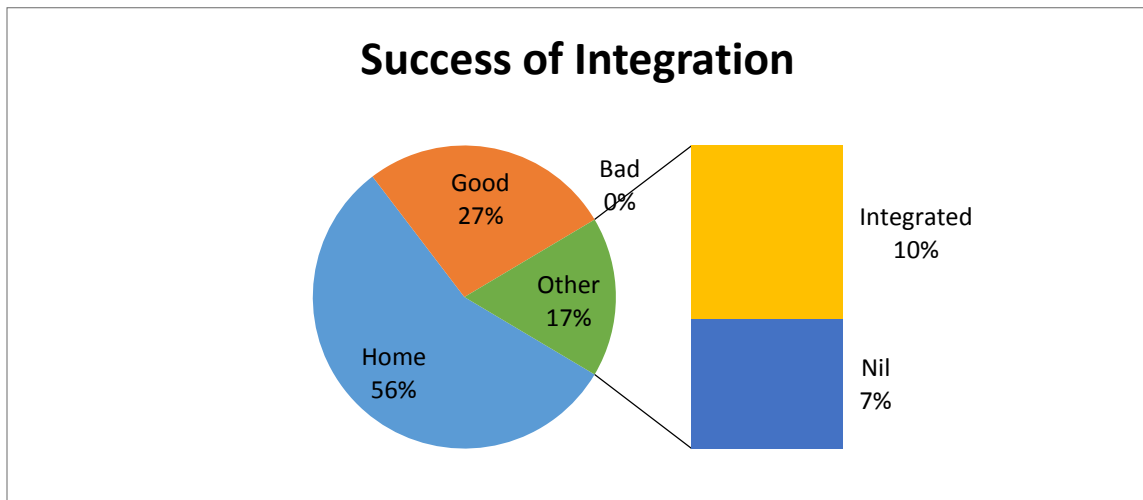
Source: Research data 2020

From the table above, 32% of respondents had developed fluency of acquired languages while majority 39% were still in the elementary levels of language competence. This category comprises of students who are still learning the languages while 20% of respondents could not indicate nor proof any level of language competence.

4.8 Success of Integration

The study also sought to establish whether integration was successful after acquisition of second language by respondents.

From the chart below, 56% of respondents were of the view that they get a feeling of belonging when using the acquired language. The language gives them a sense of belonging and feeling of homeliness.



Source: Research data 2020

Figure 4.6: Success of Integration

From the figure above 56% of the respondents expressed, they felt fully integrated when expressing themselves in the acquired language. This response of over 50% indicating they are integrated is vital in confirming the study objectives. Apart from the feeling of homeliness, 27% of respondents indicated that they feel good when using the acquired language. It is clear from the other parameters in figure above that the acquisition of second language is important in integrating the refugees into host community.

Secondary data on second language acquisition and integration was also analysed to support the primary data collected from the field. This is important in establishing the existence of the problem and solutions proffered thus far.

This study was guided by four research questions as follows: Are there any laid down mechanisms for refugees to acquire a second language in Kenya? What is the effect of proximity and diversity on language acquisition by refugees? What strategies are used to

determine language competency among refugees in Kakuma? What is the role of the government in refugee language integration in Kakuma?

In responding to these questions, the research carried out an in-depth literature review of the importance of second language acquisition to refugee integration. The study analysed the integration policies of many countries such as Germany, France, the Netherlands, and Britain among others, see sections 1.1 and 2.1.1 to establish the requirements of languages and the strategies to acquire the recommended languages for successful refugee integration into those societies. The study found that all countries that have integration policies insist on a given level of language competence to be fully integrated into the new country and society. From the literature review, this study established that refugee integration policies and second language requirements is an advanced practice in the countries of the north unlike the south countries that have no properly laid down policy or regulations guiding refugee second language acquisition for integration. This can be explained in terms of a paucity of integration policies, which could highlight language acquisition provisions.

Given the paucity of integration policies, that lead to described scenario above, the literature review also revealed that the regional approach in Africa to migration and refugees has not developed well enough to include in depth provisions on refugee integration. Whatever is provided is about protection. The situation though is changing with individual countries taking on bold integration policies devoid of language provisions. Such countries as Uganda with her model refugee resettlement schemes in the Arua district and currently in Kenya, the Kalobieyi Integrated Refugee Settlement Project in Kakuma refugee camp Turkana County. However, these two examples demonstrate changing

refugee management approach towards settlement or temporary integration, their whole architecture does not address language acquisition for the refugees.

The literature review revealed that Kenya does not have refugee integration policy nor refugee language policy. What exists at present to guide refugee language acquisition are pieces of regulations existent in the education policy, immigration regulations especially those relating to refugee permits and citizenship. The refugee policy and laws, which is the mother of refugee management, does not address refugee linguistic needs.

Schools system in Kenya was identified as the main strategy of language acquisition. Literature reviewed revealed elaborate school activities in Kakuma and their efforts at teaching English and Kiswahili as guided by the education policy in Kenya. This helps transmit the two languages to refugees on top of their mother tongues.

Several authors' arguments in literature review concurs with the findings from primary data. For example, Essar points out that learning the host language is vital in helping to develop a sense of belonging, reconstructing ways of life and identity among refugees. He further states that language competence is key in building strong social interactions through effective communication, which can be achieved by learning the host language. Allan further states that the reasons for unsuccessful integration is level of proficiency of the host language hence leading to less integration, incomplete identity and social inclusion.

Liam touches on correlation between knowledge of the host language and social economic integration of refugees while Nash concurs by describing language as a business tool.

The study also reviewed interactionist theory as the foundational theory for the research. The interactions have the potential to transmit new language to others, to create new

language or new forms of words and new meaning of words. Interactions give language the lifeblood, the dynamism and the human face that is associated with it.

These findings corroborate the findings from the primary data. A study of the same problem of language acquisition for refugees for integration purposes would reveal the same findings if the same methodology and questions are investigated.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the research finding and conclusion. The study sought to establish the relationship between language and integration of refugees into host community. Language was used as one of the important measures of successful integration. Language serves several purposes in a community including communication, preservation of community culture and practices, identity tool of a community, information, promotion of critical thinking and creativity in a community.

5.1 Summary

This study attempted to examine the integration of refugees and acquisition of second language: a case of Kakuma refugee camp, Kenya. The success or failure of integration of refugees in host community or among refugee community is determined by the success in adopting some of the life practices including language of the host or majority holder. Language is an important measure of someone integration into the host community. It is part of the life and activities of an individual member. It is the highest expression of inclusiveness and acceptance. The outcome of this study was to determine whether through acquiring the language of the host community; refugees are integrated into the host community. The study was informed by four objectives. This summary is based on the objectives of the study as outlined in chapter one.

This study sought to establish the role of second language acquisition in integration in Kakuma refugee camp in Kenya.

5.1.1 Identify the Criterion/Strategies of Language Integration among Refugee Community

In establishing the strategies of language integration among refugees in Kakuma, this study found that there are a number of strategic approaches used in language integration in Kakuma. Some of these are:

Schools

Schools continue to play significant roles in teaching of language to refugees and integration of refugees into the camp and host community. Schools bring together refugees from different nationalities and linguistic background to an even level. Similarly, the language of instructions in these facilities is standard for all according to policies of the Ministry of Education on language instructions in schools.

Schools bring together many children from different nationalities, cultural and ethnolinguistic backgrounds thus providing the ideal incubation for language acquisition and integration of refugees. The linguistic acquisition in school setting is then transferred to children's homes where they teach their parents the new language. With time, adults also acquire the language and are able to integrate with the rest of the camp population and the host community.

Schools provide the cheapest, most reliable and most inclusive avenue for language acquisition among refugees. It would be damn expensive and impossible to teach language to refugees individually. If individual approach were to be used, it would be difficult getting language teachers. There would also be a challenge of payments where only those

able to pay for the service would receive it thus segregating those who cannot afford to pay for services.

Business

Business was also identified as another means through which language can be transferred and learned. Through the conduct of business, communication takes place between persons in various languages. For instance, a buyer will be interested to learn seller's language to facilitate bargaining. Also continued business dealing creates social networks that facilitate exchange of language.

Social Networks

Premised on the social network theory of (Magbogunje, 1970), language can easily be transferred from one person to another through established social networks. Social networks enable persons far apart to keep ties that bind them together. These networks allow for transfer of social factors from person to person such as friendship, relationships, culture and language. Where networks exist, irrespective of the geographical distance, language will be able to permeate to other side where part of the network exists. Social network is the connecting factor of life for all human beings.

Social networks are created through social interactions between persons. This can take place in forms of business interactions, schools system, seeking and providing services such as refugee support services, among others. Social interactions facilitate the development of networks that are avenue for language acquisition and transfer.

The Effect of Language Proximity and Diversity to Refugee Integration in Kakuma.

This study found that language proximity and diversity have a significant effect on second language acquisition. This effect assumes a direct relationship where the proximal the language in form of language genetics and genealogy the easier it is acquired by persons who share the same genetics and genre of language. Therefore, propensity to acquire another language is increased by the gene and genre of language that the person possesses at the time. Genetics and genealogy are factors of genecology. Thus, the language provided in a given linguistic ecology has effect on rate at which second language is acquired. People will tend to acquire a language faster if the ecological factors within which the language is spoken is similar. For instance, Nilotic speakers have similar ecological habitation thus will easily another language in same environment.

The opposite is true for language diversity. The far apart the language genre, gene and ecology, the slower is acquired by persons. For instance, someone who is linguistically distant from another in terms of spoken language will not easily acquire the language of another person. The distance/ diversity between say Sango (Bantu) language of DR Congo and Turkana (Nilotic) can be a hindrance for the acquisition of Turkana language by a Sangorean.

The Effect of Language Competence on Integration among Refugees in Kakuma

This study established that language competence is the best indicator for successful language acquisition and thus successful integration. Language is an important social carrier of all societal life. It is through language that political economy of a society is expressed. In addition, through language, the social- cultural life of a society is expressed,

passed on and preserved. Thus, linguistic competence on a given language is important in guaranteeing a new entrant full integration into the society. For instance, to integrate into Turkana society, one must understand the language, culture, economy and political and social formations of Turkana people.

This study found a direct relationship between language competence and refugee integration. Knowledge of a language translates to identity and belonging to a given society.

This is what indicates successful integration into another society. Therefore, for successful refugee integration into camp and host communities, the refugees must claim and prove an acceptable level of language competence.

The Role of the Government in Language Acquisition among Refugee Communities in Kakuma, Kenya.

The language policy in Kenya is outlined in Chapter two section 8 of the Constitution of Kenya 2010, which recognises English and Kiswahili to be the official languages. This is implemented in the education policy, which recommends language of instruction to be English, Kiswahili and local languages. The Kenya Citizenship and Immigration Act 2011 and the Kenya Citizenship and Foreign Nationals Management Regulations 2012 provide that for one to be registered as a citizen of Kenya, or to be issued with permanent residency, or be naturalized as a Kenyan, knowledge of a local language is mandatory. The local language so recommended is Kiswahili.

It is only through the foregoing ways that the government gets involved in language issues. However, on second language acquisition by refugees, this study found out that apart from

the lack of tacit language policy on refugees, the government has no role in their language needs at all. Refugees acquire language as a function of their own individual efforts or as part of humanitarian services offered to them.

5.2 Conclusion

Language plays a critical role in the successful integration of refugees. While other countries have made it mandatory for one to have an acceptable level of language competence (acceptable according to individual country's policy) for them to be naturalized and integrated, Kenya does not have such requirement. Therefore, there is no linguistic requirement for a refugee to be accepted into host community or refugee camp. This study established that the importance of language to human life could not be overemphasized. Thus, refugees and humanitarian agencies have included language package in the services they offer to the refugees. Such services as education, health care among others are rendered with transmission of a second language as one of ingredients.

There can be no integration without language competence. This is true in all cases. This study thus found a direct relationship between integration and language acquisition. One factor must subsist for the other factor to exist. The relationship between language and integration is mutually inclusive rather than exclusive. There is need to enhance this relationship by formalizing language issues in all documents, policies and laws referent to refugees such as the Kenya refugee laws.

5.3 Recommendations

1. State government to formulate policy guidelines on language in refugee camps and create an enabling environment for refugee investment in productive second language acquisition.
2. The government should tap into the potential of the school system in the camp to teach a suitable language to refugees to enable them integrate smoothly into the camp and host community. This is possible given that majority in camp are school going persons.
- 3 The state education programme to avail school catch-up language classes for children and able adults who wish to learn. This would not only assist refugee to acquire employment but also for self-advocacy as well as involvement in self-sustenance activities.
4. The Non- governmental Organization and various stakeholders, for example International Organization for migration to liaise with the hosting government to include learning of relevant languages in pre-departure classes for refugees being resettled in 3rd countries, owing to the fact that language is an essential tool for orientation of refugees in a new country.
5. The diversity of refugees in Kakuma that leads to language diversity and proximity should be used as a resource by the government in increasing language acquisition in the camp. Identifying the preferred languages and allowing refugees participate in language training on languages they understand is recommended.
6. Refugees should be allowed opportunity to exercise their language skills in the camp and outside the camp. Such can be done through language refugee programs such as

cultural and language camps/shows within and without the camp as a way of marketing their language and cultural heritage while also helping them to integrate.

7. Camp authorities should have a dynamic and proactive approach on language needs of all refugees to ensure that all refugees integrate into the camp community and those who want are able to interact with the host community without language obstacles.

8. Increase interagency efforts to harness collaborative synergies for language acquisition for refugees.

5.4 Strengths, Limitations and Research Implications

In conclusion, this research study on language and integration nexus contributes to the field of refugee linguistic competence and in particular, refugee second language acquisition for purposes of integrations. The study provides a conceptual step forward by proposing a new conceptual model based on the theory of interactionism. It then presents first attempts to appreciate language acquisition among refugees in Kenya while at same time taking a completely new view of refugee integration to mean processes taking place within, and without the camp, that provides mechanisms of inclusion of refugees in host community and camp community.

At empirical level, this study contributes to the existing empirical studies in the field of language and integration by providing new insights into the existent literature.

The research contributes to methodological advancement since a qualitative approach using mixed-method questions and measures.

The study has some limitations though, mainly due to addressing one referent group of immigrants. The focus on one group in particular refugees in Kakuma may have led to certain results. In fact, language acquisition is first a personal endeavour beyond the control of group dynamics and then a group or community issue when the political economy of the language are at stake or offer better benefits comparable to not having that language. Language acquisition by refugees is not restricted to Kakuma alone. Neither is it reserved for refugee camps. Refugees in other camps in the country could produce similar results if same methodology followed. Language acquisition takes place among urban refugees maybe faster than in camps because of higher interactionism in urban areas based on social networks. This stretches social networks theory to new heights. The divergent origins of refugees also served as a limitation to this study. It was difficult to interact with all refugees of different social backgrounds and nationalities.

5.5 Further Research

Given the scope and limitations of this study, several study areas were identified that could form part of possible further research that this study did not address fully. Some of this are: the language needs of refugees in Kenya; the language preference of refugees arriving and living in Kenya; nature and purpose refugee integration policies in Kenya; gender and language acquisition among refugees in Kenya; comparative analysis of language competence and integration of refugees in camps and urban areas among others.

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APPENDICES

Appendix 1: Interview Guide

KEY INFORMANT INTERVIEW QUESTIONS

Dear respondent,

This study is aimed at examining Second Language and refugee integration in fulfillment of the requirement for the award of Post Graduate Diploma in Migration studies of the University of Nairobi. In your capacity as a member of top County leadership, UNHCR, Refugee administration, you have useful information to contribute to the completion of this study. Therefore, you are kindly requested to make this contribution by answering the questions in this interview and any other information relevant to the study will be highly appreciated.

Note: -the information you provide will be treated with the utmost confidentiality, and you will not be penalized for not responding or withdrawal from interview will be of no offense.

SECTION A: INTRODUCTION

Country of Origin	
Occupation	
Organization	

SECTION B: DEMOGRAPHICS

1. Gender Male () Female ()

2. Kindly specify your appropriate age

Below 18 Yrs. () 18 – 30 Yrs. () 31 –
40Yrs () 41 – 50 Yrs. () Over 50 Yrs. ()

Section B: Interview Issues

DRIVERS OF MIGRATION

3. How did you end up in this Camp?

4. Can you remember the year you came?

5. What challenges did you face on arrival in Kenya?

ACTORS

6. How was your reception into this camp?

7. Who received you into the camp?

8. Who are the persons and agencies that offer you services?

9. What are the barriers for a more integrated approach to services you received? (I.e. better coordination, coherence etc.)

10. Are there emerging problems/successes for integration in this camp? Yes () No ()

11. How should the national government address the challenges/strengthen the successes?

REFUGEES

12. How can language be used as a refugee integration tool in Turkana

13. What needs to be done to create an enabling environment for refugee investment in productive second language acquisition?

SECOND LANGUAGE ACQUISITION

Section C: Language Acquisition

15	Policy/laws Second language in Kenya
A1. 1	<p>Please delineate the policy and legal setting regarding second language acquisition to forced migrants with regard to:</p> <ul style="list-style-type: none">• Government's standpoint/policy guidance on language in refugee camps _____ _____• Policy/guideline regarding languages to speak and learn in camps _____ _____• Policy/guideline on benefits learning second language _____ _____

15		The Second language learning											
		Which language(s) are you likely to learn that have the potential growth in terms of integration during your stay in Kenya for short, medium and long term? Please specify the reasons behind acquiring the language.											
		<table border="1"> <thead> <tr> <th colspan="2">Potential integration</th> <th rowspan="2">For male=1; For female=2; For all=3 (Tick for either 1,2 or 3)</th> <th colspan="2">Reasons behind acquisition</th> </tr> <tr> <th>Sector</th> <th>Occupation <i>Insert rows as needed for a sector</i></th> <th>Integration in Kenya=1; Resettlement to another country (specify.....)=2; Employment =3; Others (specify.....)=4 <i>[multiple answers possible] (Tick either 1,2,3,4)</i></th> </tr> </thead> </table>		Potential integration		For male=1; For female=2; For all=3 (Tick for either 1,2 or 3)	Reasons behind acquisition		Sector	Occupation <i>Insert rows as needed for a sector</i>	Integration in Kenya=1; Resettlement to another country (specify.....)=2; Employment =3; Others (specify.....)=4 <i>[multiple answers possible] (Tick either 1,2,3,4)</i>		
Potential integration		For male=1; For female=2; For all=3 (Tick for either 1,2 or 3)	Reasons behind acquisition										
Sector	Occupation <i>Insert rows as needed for a sector</i>		Integration in Kenya=1; Resettlement to another country (specify.....)=2; Employment =3; Others (specify.....)=4 <i>[multiple answers possible] (Tick either 1,2,3,4)</i>										
A2.1	Short term (in next 5 years)												
			1 2 3	1 2 3 4									
			1 2 3	1 2 3 4									
			1 2 3	1 2 3 4									
	Medium term (in next 5 to 10 years)												
			1 2 3	1 2 3 4									
			1 2 3	1 2 3 4									
			1 2 3	1 2 3 4									
	Long term (after 10 years from now)												
			1 2 3	1 2 3 4									
			1 2 3	1 2 3 4									
			1 2 3	1 2 3 4									

Criterion/Strategies of Language Integration among Refugee Community

14. a) What are the opportunities of a stronger collaboration between government and migrants in language acquisition?

b) What are the barriers?

15. Are there any means through which refugees learn second language in Kakuma?

Effect of Language Proximity and Diversity to Refugee Integration in Kakuma.

16. a) How many languages did you know before coming to Kenya/ Turkana? _____

b) Please name them _____

17. a) Do you think your first language was important in your learning of second language?

Yes() No()

b) please briefly explain _____

18. How did your knowledge of many languages affect learning of second language in Kenya

Effect of Language Competence on Integration among Refugees in Kakuma

19.

Potential language (s)		For male=1; For female=2; For all=3	Your education level Primary education=1; Secondary education=2; Higher education=3; Skilled (certified)=4; Language Skills (on arriving in Kenya) Only literate=5; Only speak few sentences=6; Proficiency in language=7; Local language other=8; Others (specify.....)=9 <i>[tick multiple answers]</i>								
			English, Kiswahili, French, others (specify)								
Short term (in next 5 years)											
English		1 2 3	1	2	3	4	5	6	7	8	9
Kiswahili		1 2 3	1	2	3	4	5	6	7	8	9
Others (Specify)		1 2 3	1	2	3	4	5	6	7	8	9
Medium term (in next 5 to 10 years)											
English		1 2 3	1	2	3	4	5	6	7	8	9
Kiswahili		1 2 3	1	2	3	4	5	6	7	8	9
Others (specify)		1 2 3	1	2	3	4	5	6	7	8	9
Long term (after 10 years from now)											
English		1 2 3	1	2	3	4	5	6	7	8	9
Kiswahili		1 2 3	1	2	3	4	5	6	7	8	9
Others(specify)		1 2 3	1	2	3	4	5	6	7	8	9

20. How would you rate yourself on knowledge of acquired language? Use the scale below

- Basic/ No proof ()
- Intermediate/ Elementary ()
- Fluent/ Limited working ()
- Expert/ Full professional ()

Native/ Bilingual []

21. In your daily conversations with the host community, how do you feel when using the acquired language to converse with them?

APPENDIX II: CERTIFICATE OF CORRECTION

Director
Graduate school
University of Nairobi

13.11.2020

Re: Certificate of Correction

This is to certify that Ms Lucy Nkatha registration number **Q68/28916/2019** has successfully made corrections s recommended by the board members during the oral examination of her project. She can proceed to finalize her project for onward transmission to the University as stipulated in the regulations for project examination.

Yours sincerely



Anne A. Khasakhala, PhD

APPENDIX II: ORIGINALITY REPORT

INTEGRATION OF REFUGEES AND ACQUISITION OF SECOND LANGUAGE: A CASE OF KAKUMA REFUGEE CAMP, KENYA.

ORIGINALITY REPORT

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