

**SECOND LANGUAGE DEVELOPMENT OF LEARNERS AND TEACHER  
PERFORMANCE IN SELECTED PUBLIC PRIMARY SCHOOLS  
IN TIGANIA EAST DISTRICT, KENYA.**

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A Thesis

Presented to the School of  
Postgraduate Studies and Research  
Kampala International University  
Kampala, Uganda

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In Partial Fulfillment of the  
Requirements of the Degree Master of  
Educational management and  
Administration

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By:

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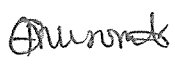
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### **DECLARATION A"**

This thesis is my original work and has never been presented for a degree or any other academic award in any university or institution of learning.

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Date 29-8-2011

## DECLARATION B

"We confirm that the work reported in this thesis was carried out by the candidate under our supervision".

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## APPROVAL SHEET

This thesis entitled "language development and educational achievement of learners in selected public primary schools in Tigania East District, Kenya". prepared and submitted by LUCY MURORU KIRIANKI in partial fulfillment of the requirements for the degree master of Educational Management and Administration has been examined by the panel on oral examination.

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## **DEDICATION**

I would like to dedicate this thesis to my husband Mr. Bernard Kirianki and my children; Dennis Kiriimi, Dickson Muriki and Joy Gakii. The report is also dedicated to my parents Samson Njenjere, Marther Mbura, brother James Mwenda and sisters whose prayers opened for me the way as well as giving me spiritual favours and blessings. They have been supporting me morally, financially, academically and have always been encouraging me to work smarter in order to accomplish this book on my own. May Lord God bless them in plenty.

## **ACKNOWLEDGEMENT**

First of all glory back to God for having helped and guided me to accomplish this work in the scheduled time. I thank God specially for enabling me reach this far in social life and in the field of academics. I owe gratitude to my wonderful parents and my dear husband for their constant financial support.

I would like to express gratitude and appreciation to my supervisor Dr. Paul Edabu for his time and guidance. He labored at all times to offer advice in all corners and at all cost to see to it that I do accomplish this study.

I wish to thank Dr. Novembrieta R, Sumil the DVC PGSR at Kampala International University, and Ms Kyolaba Sarah for their suggestions, comments, guidance, inspiration and encouragements. May God bless you. My gratitude is due to my family members especially my husband and children who worked tirelessly to make me complete this course. I extend my gratitudes to parents, sisters brothers and friends and the Mikinduri primary school staff members for the support and encouragement. I owe sincere appreciation to the of Institute of Open and Distance Learning[IODL] for their advice care and support that saw us through with our course.

Lastly I would like to thank all my classmates for their fruitful help and encouragement they cultivated in me in the due process of writing my thesis. May God bless you abundantly.

## **ABSTRACT**

The study on second Language development and teacher performance in selected public primary schools in Tigania East district Kenya was guided by four research objectives that were oriented towards determining profile of the respondent's in terms of gender, age, marital status, level of education and place of work, the level of second language development, level of teacher performance and the relationship between second language development and teacher performance in selected public primary schools in Tigania East district Kenya.

The study employed descriptive research designs in exploring the perceptions of the respondents and establishing the relationship between the study variables, purposive sampling techniques was used to obtain a sample size of 120 respondents and a closed ended questionnaire with likert scale was used as a instrument in obtaining responses from the survey population.

Data was analyzed using SPSS and the mean values computed with the aid of the same package revealed that on overall, second language development in selected public primary schools in Tigania east district Kenya is at its moderate level justified by the overall average (mean=2.184) which is equivalent to disagree on the likert scale where as the level of teacher performance positions its self at a high level (mean=3.020) equivalent to agree on the likert scale. Concerning testing of the hypothesis between the two study variables, Pearson's linear correlation coefficient proved a significant and appositive relationship between second language development and teacher performance at ( $r=0.891$ ,  $sig=0.000$ ).

The researcher therefore recommends that strict second language development policies and proper methodologies should be drafted and subjected under rigorous implementation if quick pace second language development is to be attained and high teacher performance levels to be achieved. These policies and methods should be drafted on a 360 degrees basis so that each and every one in the schools has a stake in it. This would make the implementation much more easier and even staff would not resist them because of their input.

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## **LIST OF ACRONYMS**

ELD	English Language Development
LAD	Language Acquisition Device
LEDP	Limited English Proficiency.

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the Study**

Of all the languages in the world today English deserves to be regarded as a world language. It is the first language of the United Kingdom. The United States of America, Canada and Australia. In addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese, South Americans as a second language. It is widely known in India, Pakistan, Burma and Ceylon, almost every country of the world and in is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through English. Randolph Quirk points out, "There are now some thing like 250 millions people for whom English is the mother tongue or first language". If we added to this the number of people who have a working knowledge of English as a second language (Many Indians, Africans, Frechmen, Russian) the figure becomes 350 million.

If we look at the media we find that over 50% of world's newspapers, over 50% of world's scientific and technical periodicals and more than 60% of world's radio stations use English as medium of communication.

From the above facts it can be easily be concluded that English is an international language. English is an international language in the sense that it helps in interlinking the people in other countries of the world.

"Because of rapid spread of industrial development, science and technology, international trade and commerce and close inter- dependence of nations, English has become a world language."

It is already been pointed out that English is one of the major languages of the world. The U.N.O has given English the status of being an official language.

In the words of F.G. French, "No language ancient or modern can be compared with English in number of geographical distribution of the homes, factories and offices in which the language is spoken, written or read"

These days every country needs other countries help in political, social, economic and cultural matters. There comes English as a rescue. In this connection Gatak says, "It would be rash to cut ourselves from English language which keeps us in continuous contact with the latest thought in Europe, in every field of the life and culture."

To quote Pt. J.L. Nehru, "English is our major window on modern world"

English is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages. Today the compulsion of learning English are no longer merely political but scientific and technological. And no longer is English the language of great Britain only, it is the language required by the world for greater understanding, it is the most of international languages.

Unfortunately, most language minority students are relegated to remedial instructional programs focusing on the acquisition of basic skills that supposedly match their English-proficiency level (Garcia, 1988, 1993; Moll, 1992). It is not surprising that the academic progress of language minority students is significantly behind that of their native English-speaking peers. The most recently published National Association for Educational Progress

report (National Center for Education Statistics, 2000.) One solution is to teach academic subjects to English language learners in their native language while they acquire English language proficiency (Cummins, 1989; Garcia, 1997). However, a chronic shortage of bilingual teachers, particularly those who are also qualified to teach subject matter such as science or mathematics, means that few English language learners receive content instruction in their primary language (California Department of Education, 1998).

One solution is to teach academic subjects to English language learners in their native language while they acquire English language proficiency (Cummins, 1989; Garcia, 1997). However, a chronic shortage of bilingual teachers, particularly those who are also qualified to teach subject matter such as science or mathematics, means that few English language learners receive content instruction in their primary language (California Department of Education, 1998).

The academic achievement of limited-English-proficient (LEP) students has long been a major national educational concern. Chamot & O'Malley (1987) suggest that, before LEP students are confronted with achieving in the regular classroom, they should be able to use English as a tool for learning subject matter. Often, LEP students become proficient in communication skills within a short time after their arrival in the United States. Sometimes, as a result of their communicative competence, these students are too quickly mainstreamed into the regular classroom where they encounter difficulties understanding and completing schoolwork in the more cognitively-demanding language needed for successful performance in academic subjects. Basic proficiency is not adequate as language minority students do not have

exposure to or lack an understanding of the vocabulary and context-specific language needed to perform the more demanding tasks required in academic courses (Short & Spanos, 1989).

In Kenya, there are at least three languages in every community. These are the mother tongue of that community, Kiswahili which is the National language and English which is used as the official language. Kiswahili, which is the National language, is better performed by candidates in national exams compared to English. One of the reasons is that Kiswahili language is so much related to most of the Bantu based dialects.

English is so much foreign and most students converse in Kiswahili in their daily activities. English is rarely used and school administrators have to urge students by way of introducing tokens in class. This cohesion from the superiors makes the students have a low morale in English.

Kenya adapted English language as an official language from colonial masters since 1963 when it attained independence.

In our current primary school curriculum, Kenya, the English examination consists of two sections; section A comprising of objective items in language and comprehension and section B comprising composition-writing. See the table from appendix iv.

From the table 1 it can be observed that the percentage mean for the objective paper (section A) dropped from 45.74 in the year 2004 to 43.10 in the year 2005. The percentage mean for the composition paper section B, improved slightly from 35.77 in the year 2004 to 36.30 in the year 2005. From the above serial examination results in English language it can be inferred that the language has not really developed to the curriculum

developers expectations. The candidature has not attained at least a mean grade of 50%. This clearly shows that they have not attained the examiners' expectations. Out of the five papers the candidates sit for; English, mathematics, science, Kiswahili and social studies, only one paper is tested in Kiswahili language. The other four papers, English included are tested in English. This indicates that such candidature with a low scoring power in English will most likely score poorly in other subjects since they are under-developed. The candidates at this level cannot clearly decode the test items in English. Our district Tigania East is inherited by the Meru populace. Kimeru dialect which is used by the Meru people has a very strong correlation with Kiswahili since both languages are Bantu based. As afore mentioned, the five subjects examined in primary schools, four are set in English and only one is set in Kiswahili.

### **Statement of the problem**

Second Language development for achievement of learners in public schools, acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The lack of continuing first language development has been found, in some cases, to inhibit the levels of second language proficiency and cognitive academic growth. Saville-Troike (1984, p214) reports that "in almost all cases, the bilingual instructors' judgments of students' relative competence in native language studies coincided with the same students' relative achievement in English." Hakuta (1990) views native language proficiency as a strong indicator of second language development. The students cannot perform well in their exams unless they understand the test items set. This can only be achieved if their language is well developed.



Achievement of learners in their examinations requires high language proficiency. The researcher intends to identify the root causes of poor performance in English as well as other subjects set in English as the official language. The researcher also intends to suggest possible remedies and strategies aimed at improving English as a first cause of the poor academic performance in primary schools.

The researcher here therefore intends to find out how second language development leads to increase in the performance of learners in selected public primary schools in Tigania East District, Kenya.

### **Purpose of the study**

The purpose of this study is to establish the relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya.

### **Research Objectives**

1. To determine the respondents profile in terms of age, gender, marital Status and level of education.
2. To determine the level of second language development of learners in selected public primary schools in Tigania East District, Kenya.
3. To determine the level of teacher performance in the second language development in selected public primary schools in Tigania East District, Kenya.
4. To establish if there is a significant relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya.

## **Research questions**

1. What are the respondents profile in terms of age, gender, marital status and level of education?
2. What is the level of second language development of learners in selected public primary schools in Tigania East District, Kenya?
3. What is the level of teacher performance in second language development in selected public primary schools in Tigania East District, Kenya?
4. Is there a significant relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya?

## **Hypothesis**

There is no significant relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya.

## **Scope**

### **Geographical scope**

The study was carried out in selected public primary schools in Tigania East District, Kenya.

### **Theoretical scope**

The study was guided by behavioural and reinforcement theory of B. F skinner (1957) which stipulates that a behavior which has a rewarding experience is likely to be repeated and that one which is punished is likely not

to be repeated. The theories were adopted because they conquer with fact that children can learn to produce grammatical sentences because they are positively reinforced when they say something right and negatively reinforced when they say something wrong.

### **Content scope**

The study basically focused on determining both the level of second Language development and teacher performance, and establishing if there is any significant relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya.

### **Time scope**

The study was conducted between December 2009- September 2011 and it covered a historical period ranging from 2002 up to date.

### **Significance of the study**

The study is likely to benefit learners through provision sufficient and variety of second language learning materials

The research findings are likely to motivate teachers through rewards hence aim at achieving good results and raise performance. This acts as positive reinforcement and hence boost their morale towards at work

The parents will be enlightened on how to support their children in acquiring the second language. This will be through sensitization by teachers on the second language policies in schools. Parents will be encouraged to pay the necessary learning materials for their children.

The research is likely to act as a mirror to education officers and other ministry officials on how to handle and guide teachers. They will use the findings methods and resources. The ministry of education may ensure this by organizing services worker shop and short term courses for teachers. They may even give certificates of participation and other rewards.

The research benefited the researcher through interacting with various respondents. The researcher's ability and skill were widened and enhanced through literature gain and research.

The research is likely to benefit other scholars who are looking forward toward conducting studies in related field in future.

### **Operational Definitions of key terms**

**English language** - Refers to a second language in Africa countries used as a medium of instruction in schools.

**English language development**- Acquiring English language and making it grow. Ability to translate native language to English language.

**Second language** - Refers to language learnt after the mother tongue of native language which is mostly English in African countries.

**Teacher performance** - Achievement of teachers as a result of teaching learners.

**Learners** - Any body attending educational programme.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Concepts ideas, opinions for authors/ experts**

Education achievement relates to what learners have acquired in the process of learning language. Language is a form of communication that is socially shared across convectional system of communication. According to Rodger (1987), Language development is a process starting early in human life, when a person begins to acquire language by learning it as it is spoken and by mimicry. Children's language development moves from simple to complex. Infants start without language. Yet by four months of age, babies can read lips and discriminate speech sounds. The language that infants speak is called babbling.

Usually, language starts off as recall of simple words without associated meaning, but as children grow, words acquire meaning, with connections between words being formed. As a person gets older, new meanings and new associations are created and vocabulary increases as more words are learned Ramscar and Yarlett (2007).

Infants use their bodies, vocal cries and other preverbal vocalizations to communicate their wants, needs and dispositions. Even though most children begin to vocalize and eventually verbalize at various ages and at different rates, they learn their first language without conscious instruction from parents or caretakers. In fact research has shown that the earliest learning begins in uterus when the fetus can recognize the sounds and speech patterns of its mother's voice (Santrock, 2008).

## **PROBLEMS OF TEACHING ENGLISH.**

In free Kenya same status is not given to English as it enjoyed in India before independence. Now we have included English in our curriculum as second language or as a language of practical utility. But there are certain problems which needs special efforts and change. Before taking up such problems let us discuss the conditions under which English is taught in our country.

Every language has got three constituents, that sound, vocabulary and structure.

“Teaching of English is in a chaotic state today.”

The condition under which English is taught and learnt remain a source of dissatisfaction. The natural corollary is the poor standard of learning English in our schools.

“A language is not a subject which can be taught, it is a subject which must be learnt.

“A language is not a subject which can be taught, it is a subject which must be learnt”

“Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 1500 words by the time they join a university. It means that they have been able to learn English wards at the rate of one word per period. They do not know how to use commonest structures of English”.

However, this long period of exposure to English enables our students to have a certain degree of familiarity with sentence patterns, words and phrases in the language which, with some more continuous contact with the language strengthens his ability to write it though not to speak it.

The conditions under which English is taught and learnt and the reasons for low standard of English in our schools are as under.

#### **Class – rooms conditions.**

These conditions include the number of students in a class, the physical arrangements for the class, teaching materials such as chalk, black-board, audio visual aids and library. For teaching a second language a class of about students becomes unwieldy and no individual attention can be paid to student.

#### **Lack of Audio-visual Aids.**

There is a dearth of even simple visual aids like flash cards, charts, black board and pictures. In our schools leave alone a type recorder, linguaphone, and film strips which are the bare minimum if one has to learn English worth the name. The availability of right type of teaching materials and audio-visual aids can certainly make the teaching of English in Kenya quite effective.

#### **Problem of good English teacher.**

The two vital factors in a second-language learning situation are the students and the teacher. In Kenya even at the college level a large number of students have to be given elementary lessons in language. Those students have a better standard resent it'. The teacher does not bother to classify the aims and objectives of teaching English. He teaches this subject since it is included in the syllabus. Pupils learn it just to pass time. The aim of teaching

English remains purposeless. Clear cut objectives are not conveyed. Many teachers in schools who are teaching English neither have enough knowledge of English nor are familiar with the latest and far reaching development in English. As such they lack the technique or foreign language teaching. Their knowledge of English is inadequate and their pronunciation is faulty.

The teacher skill and personality are instrumental in creating the necessary conditions for learning. He should be proficient in the language; his knowledge of and expertise in methods and techniques of language teaching should be of a reasonably high standard. As Robert Lado says, "The language teacher must be educated, at least to the levels of his peers. He..... must have a general preparation of a teacher. He must know the target language well enough to be imitated by his students."

Wilkins is right when he observes, "It should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language he teaches is not going to succeed in giving his pupils a command of spoken English."

### **Faulty Methods of Teaching English**

In Kenyan schools, teachers are still using the old faulty "Translation-cum-Grammar" method of teaching. The new approaches — structural and situational — are not popular with our teachers. Still now Grammar and composition has occupied an important place in the school curriculum. But they do not know the real principles of language teaching. Teachers waste their time by teaching Grammar. Undue emphasis on Grammar does not develop the four basic skills of the language learning. So such type of



teaching should be abolished and teachers must try to enable the child to speak, read and write English perfectly.

F.G. French permits the use of mother-tongue for explaining the meaning of words, provided we get back into English as quickly as possible. But in our schools, this object is never followed. Oral work is totally ignored and the students do not get any opportunity to hear or speak the language. Compositions are dictated by the teacher, the textbook is translated and the entire emphasis is on passing the examination through that magic ward, cramming. It is, however, only the wholesale and discriminate use of the mother-tongue that needs to be condemned. But there is nothing to say against the judicious use of mother-tongue in the English class.

### **Variation in English Syllabus**

In Kenya there is no single syllabus for the whole country, because our educational system is not nationalised. At present there are three different stages at which the teaching of English is introduced:

- (a) Early stage (age of 6-9 years): in Tigania East District, Kenya it starts from class I to III.
- (b) Middle stage (age of 11-12 years): English is introduced at the beginning of secondary education.
- (c) Later stage (age of 14 years): English is taught during the last four years of secondary education.

This variation in syllabus brings variation in achievement. Right way to face this problem is to design syllabus with clearly stated objectives right from the

level at which English begins to the level where English ceases to be a compulsory subject in curriculum.

### **Unsuitable Text-Books**

The Text-books which are prescribed for our students are not suitable and attractive. Students read it only to pass in the examination. The topic which are in the syllabus do not give any practical knowledge to the students. Whatever the students learn from their books they do not use it in their day-to-day affair. Again oral work is very much neglected.

The Text book of English are needed to be of very high standard. Pointing to this problem Prof. V.K. Gokak has said, "Either because of the distribution of patronage or because of fear of charges of favouritism a reader which is an organic part of one series is prescribed for a certain standard and it is followed by a reader from another series. Books are prescribed which bear no relevance to the needs of pupils at that stage," The English text-books need improvement in the following spheres:

- (a) Selection and gradation of vocabulary
- (b) Good printing
- (c) Genuine illustration,
- (d) Suitable subject-matter,
- (e) Language and style,
- (f) Exercise and glossary,
- (g) Relevance, and
- (h) Abridgement of English stories to suit Kenya conditions.

In fact the standard of text-books can be improved if they are written by teachers teaching English in schools. In the words of Gay Boas, "The only person equipped to choose these text-books are schoolteachers who really know the fodder, suited to their flock."

The text-books are not accompanied with student's work-book's, teacher's hand book, supplementary readers and the necessary audio visual materials like charts, records and tapes.

### **Defective Examination System**

The examination in English puts a lot of premium on rote learning rather than on language mastery. There is no examination in spoken English. At the time of examination much importance has been given to written English. Therefore our students are not good to speak fluently in English. Though they know to read and write English but they do not achieve the skill in spoken English. The new method of examination with oral and written tests is not used by teachers. They still cling to the old method of examination. Besides no attempt is made to realise the real aims of teaching English through examination.

### **Defective Evaluation Procedure**

Evaluation in English is another great problem in our country. Our evaluation procedure is purely based on essay type questions. Hence it could not measure the entire development of the child in English. The marks awarded to the students do not entirely indicate the level of achievement of the students. The traditional evaluation process only measure the knowledge aspect of the child and do not measure his skill.

### **Unproductive Supervision**

The supervisory staff is far from qualified to maintain and improve teaching standards in English. Many of them are totally unaware of new structural syllabus in English. Many of them are those who themselves were trained in the hey-day of Grammar-Translation method. As such they provide themselves psychological resistance to introduction of right technique of teaching English in schools.

### **Lack of Suggestive Correction**

The exercise books of students Lack in suggestive correction. All the exercises of students should be corrected thoroughly and the correct forms for mistakes must be written.

These are the main problems of teaching English in Kenya Prof. Ronald Mackin has listed them as follows:

"The old fashioned type of benches and desks which restrict movement; the bad light; the noise from neighbouring classes which may be separated from them by nothing more than a bamboo screen insufficient provision for their subject in the time-table, lack of aids of all kinds; interference from parents or a dominating, conservative. Headmaster and finally the requirements of an examination system which places a premium on the written language and consequently seem to favour the grammar-grinder of the old school.

### **Attitude interest and performance**

Attitude has been defined by Thurstone (1928) as the "sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic" (p. 531).

Therefore, if a student is predisposed dislike reading, the student will probably display negative behavior, each time he or she engages in the act of reading. While this reaction may demonstrate a negative attitude toward reading, only the behavior, not the attitude, will be Visible to the observer. Since attitudes cannot be seen or touched, astute teachers must infer their existence from behavior.

As teachers, we are most concerned with reading attitudes. Ciccone (1981), maintains that a reading attitude is a system of feelings related to reading, influencing a student to approach or avoid a reading situation. Since attitudes are indeed learned, they can be altered or improved by a teacher who examines children's reading attitudes and responds to them.

Teacher observation is one of the most valuable ways to assess attitudes (Alexander & Filler, 1976), yet the difficulty of accurate measurement through observation alone is obvious. Thurstone (1928), cautioned us about the major problem in assessing attitude: One's outward expression and one's actual attitude may not always be congruent. Dobbs (1947), illustrated a second problem in assessing students' attitudes when he suggested that it may be possible for several people to possess the same unobservable attitude, but it may not always be possible to recognize this similarity because their behavioral responses may be different. For example, three students in our classroom may have negative attitudes toward reading: One may feign illness; one may misbehave; and the third student, who also has a negative attitude toward reading, may be attentive to reading because he realizes that it is important to you. As a teacher, you may be perplexed. You may wonder what actually determines one's behavioral response.

Perhaps it is a combination of the cognitive (development of intellect), affective (development of emotions or attitudes'), and conative (development of volition') domains.

### **Attitude and Achievement**

Roswell (1967), attempted to determine the relationship between achievement and change in attitudes toward reading of forty elementary and junior high school students, all considered disabled readers. It was discovered that negative attitudes toward reading were related more closely to reading achievement than to other factors, such as socioeconomic status or age. Similar findings were reported by Gardner (1972), and Puryear (1975), when studying the attitudes and achievement of fourth graders. Irving (1980), states that "one of the clear points to emerge from research into reading failure is that there was no association between reading and pleasure" (p. 7).

Ransbury (1973), found that fifth- and sixth-grade students attributed their attitudes toward reading mainly to their ability to read. Neale, Gill, and Tismer (1970), found a positive correlation between attitude toward various subjects, including reading, and achievement in those areas, den Heyer (1981) found that the relationship between reading achievement and motivational measures increases with age. By the intermediate years the relationship is well established.

These studies have been cited to offer some insight into the relationship between attitude development and reading. They do not offer any explanations, however, as to why some students have negative attitudes toward reading. It may be that some students (1) are very much like the king in the preceding play, in that they are uninterested in reading, and (2) are

unaware of a reason for reading. If children see no reason to read, their motivation for doing so may be nonexistent.

### **The teacher and the Environment**

Some of the students in your classroom may regard reading as a pleasurable activity, perhaps because of early encounters with books that they have shared with a loved one. But some of these students who enter school having had pleasurable reading experiences may find that school reading is an arduous task. Such negative attitudes be avoided by providing exciting instruction, rewarding students with statements of praise and providing interesting materials.

Alexander and Filler (1976) remind us that "both the teacher (what he/she is and what he/she does) and the general atmosphere of the classroom may have effects on positive attitude development and maintenance" (p. 8). Remember that through your modeling of a personal love of books, you may provide the key to help your students develop positive lifelong reading attitudes.

One of the best (and easiest) ways for a teacher to communicate enthusiasm and appreciation for literature is by being a good model for students. Ask yourself the following questions:

- 1, Do I freely choose to spend my spare time reading?
2. Do I read to my students regularly?
3. Do I reach for a book when I need information?
- 4, Am I knowledgeable enough about children's books to make recommendations based on students' interests and achievement levels?

5. Do I discuss my interest in reading with my students?
6. Do my personal attitudes and my classroom environment demonstrate that I value reading?
7. Am I enthusiastic and positive in my approach to reading?

Your classroom environment also reflects the value you place on books and reading. Is there a reading area that is warm, attractive, and inviting? Are books and magazines displayed prominently? Do the reading materials accurately reflect the students' interests and developmental levels? Do you promote book fairs? Are there posters telling about author and their books?

The teacher and the classroom environment are important factors that can influence students' attitudes toward reading. Together they may encourage students to read or listen to books so that "any sparks of excitement they give off in response to good books can be fanned into fires of warm enthusiasm toward reading as a meaningful lifelong habit" (Somers & Worthington, 1979, p. 6).

### **Motivating All Students to Read**

Pleasing instruction that motivates all of your students to read is often more challenging than teaching the cognitive processes of reading. Motivation to read and learn involves attitudes and interests.

One of the best ways a teacher can help children enjoy reading is by reading books and stories to them. Reading provides the teacher with an opportunity to model for students the enjoyment and importance of reading, as well as the behaviors exhibited by a proficient reader.



## **What the teacher Can Do in the Classroom**

One of the best ways a teacher can help children enjoy reading is by reading books and stories to them. Dawson (1972), encourages this approach: "Teachers should read to children every day from books that are worthwhile, appropriate in level of interest, but probably too hard for them to react themselves" (p. 37). Commenting on the value of reading to students, Spiegel (1981), also points Out that "all the work is being done by the readers; the listeners can just relax and enjoy the story. As a result, children may learn to associate reading with pleasure. Furthermore, teachers are showing the audience that reading is something they enjoy and value" (pp. 29—30). The perceptive teacher will find numerous opportunities to read aloud to children. Many students have been hooked on reading through this method. Reading to students provides the teacher with an opportunity to model for students the enjoyment and importance of reading, as well as the behaviors exhibited by a proficient reader. As students observe, they learn. Calkins (1983), Clark (1984), Holdaway (1986), and Morrow (1990), identify the following four processes that enable students to develop their literacy abilities:

1. Observation of literacy behaviors. This is developed when students are read to or when they observe significant others reading and writing. Appropriate behaviors are modeled, observed, mimicked, personalized, and learned.
2. Collaboration with others. This occurs when students are interacting with others and developing literacy behaviors. At this time, instruction, encouragement, motivation, and help are given to students.

3. Practice of literacy behaviors. During this time, students read alone or with others, trying out the behaviors they have acquired through observation and in collaborative or teaching times.

*4. Performance of literary behaviors.* At this time, students share the literacy behaviors they have acquired. These behaviors need to be applauded, accepted, and expanded by the teacher.

The behaviors and materials you share with your students will greatly affect their interests and attitudes about reading.

### **Encouraging parental involvement**

Often parents want to help their children develop good reading habits, but they are not quite sure what they can do. You should encourage parent-child interactions in reading throughout the elementary school years. Explain to parents that as the child matures beyond the beginning reading stages, adults can continue to provide the basis for a good attitude toward reading themselves and by making good material available for their children to read. They can encourage children to discuss things they have read, and they can discuss with other and their children some of the interesting things they have read.

Nursery rhymes and jingles are particularly enjoyable to young children. In addition, picture books are designed for the young child. Parents can acquire themselves and their children with the children's division of the library. The young child who visits the library with a parent and watches as the parent selects books for himself is acquiring the "library habit" magazines and newspapers that are available in the home make a worthwhile contribution to the child's background or foundation for becoming a reader.

## **Theoretical framework**

The study on language development and educational achievement was guided by the behaviorist theory of B. F. Skinner (1957), which suggests that language is learned through operant conditioning (reinforcement and imitation). This perspective sides with the nurture side of the nature-nurture debate. This perspective has not been widely accepted in either psychology or linguistics for some time but by many accounts is experiencing resurgence. Some empiricist theory accounts today use behaviorist models. Children learn by Reinforcement. The behavioral theory is further complemented by reinforcement of the same proponent which stipulates that children learn to produce grammatical sentences because they are positively reinforced when they say something right and negatively reinforced when they say something wrong. (The reinforcement theory). This view assumes that children are constantly being corrected when they use bad grammar and rewarded when they use good grammar. Brown and his colleagues report from their studies that reinforcement seldom occurs and when it does it is usually incorrect pronunciation or incorrect reporting of facts that is corrected (Brown 1973). Language development is also much more pronounced in Nativist theory (Noam Chomsky, 2007). The theory argues that language is a unique human accomplishment. Chomsky says that all children have what is called an LAD, an innate Language Acquisition Device that allows children to produce consistent sentences once vocabulary is learned. His claim is based upon the view that what children hear - their linguistic input - is insufficient to explain how they come to learn language. While this view has dominated linguistic theory for over fifty years, it has recently fallen into disrepute. The empiricist theory also Suggests, contra Chomsky, that there is enough information in the linguistic input that children receive, and therefore there is no need to

assume an innate language acquisition device. This approach is characterized by the construction of computational models that learn aspects of language and/or that simulate the type of linguistic output produced by children. The most influential models within this approach are statistical learning theories such as connectionist models and chunking theories.

### **Related studies**

Over the past decade the number of language minority students in the United States has increased dramatically. Across the nation there are between 3.5 million and 5 million school age students whose primary language is not English (Council of Chief State School officers, 1990; Macias, 1998). The education of English language learners is complex because it involves teaching academic subjects to students while they are developing a second language (Rosebery, Warren & Conant, 1992). The dominant instructional approach separates the teaching of English language from the Correspondence to 2002 Wiley Periodicals in teaching of academic content because it is assumed that proficiency in English is a prerequisite for learning subject matter (Collier, 1989; Cummins, 1981; Met, 1994). This is problematic because it may take as long as 7 years to acquire a level of language proficiency comparable to native speakers (Collier, 1989; Cummins, 1981). English language learners fall behind academically if they do not learn the content of the curriculum as they acquire English.

The result is that the majority of language minority students do not have access to rigorous subject matter instruction or the opportunity to develop academic language, the specialized, cognitively demanding language functions and structures that are needed to understand, conceptualize,

symbolize, discuss, read, and write about topics in academic subjects (Cummins, 1981; Lacelle-Peterson & Rivera, 1994; McGroarty, 1992; Minicucci & Olsen, 1992; Oakes, 1990; Pease-Alvarez & Hakuta, 1992). In most English Language Development (ELD) classes, English language learners acquire basic social communication skills but less readily acquire the complex subject-specific language skills required for academic success. Academic subjects such as science have a linguistic register—norms and patterns of language that are essential to the practice of the discipline (Holiday, 1978). The science register uses academic language features that include formulating hypotheses, proposing alternative solutions, describing, classifying, using time and spatial relations, inferring, interpreting data, predicting, generalizing, and communicating findings (Chamot & O'Malley, 1986; National Science Teachers Association, 1991). The use of these language functions is fundamental to the process of inquiry science (National Research Council [NRC], 1996).

For many years, the discussion about effective reading programs for English language learners has revolved around the question of the appropriate language of instruction for children who speak languages other than English. Proponents of native language instruction argue that while children are learning to speak English, they should be taught to read in their native language first to avoid the failure experience that is likely if children are asked to learn both oral English and English reading at the same time. Children are then transitioned to English-only instruction when their English is sufficient to ensure success usually in third or fourth grade. Alternatively, many programs teach young children to read both in their native language and in English at different times of the day. There is a great deal of evidence

that children's reading proficiency in their native language is a strong predictor of their ultimate English reading performance (Garcia, 2000; Reese, Garnier, Gillmor, and Goldenberg, 2000), and that bilingualism itself does not interfere with performance in either language (Yeung, Marsh, and Silliman, 2000). Advocates also argue that without native language instructions, English language learners are likely to lose their native language proficiency, an important re-source in its own right. Opponents on the other hand, argue that native language instruction interferes with or delays English language development, and relegates children who receive such instructions to a second-class, separate status within the school and ultimately within society.

Cummins (1982) discusses the difference between the language needed for communication and the language necessary for achievement in school in terms of content-embedded and context-reduced language. Context-embedded language provides non-linguistic supports, such as facial expressions, to give participants contextual information about what is being communicated. Context-reduced language, such as that found in textbooks provides only limited contextual information or extra linguistic support.

Cognitive development and first language proficiency; Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The lack of continuing first language development has been found in some cases, to inhibit the levels of second language proficiency and cognitive academic growth. Saville-Troike (1982), p214 reports that "in almost all cases, the bilingual instructors' judgments of students' relative competence in native language studies coincided with the same students'

relative achievement in English." Hakuta (1990) views native language proficiency as a strong indicator of second language development.

Age; Snow and Hoefnagel-Hohle (1977) suggest older students are better second language learners because they have achieved a higher level of cognitive maturity in their first language. Cognitive maturity, knowledge, and experience in the first language transfer to the second language. In contrast, Long (1990) concludes that there are maturational constraints on language learning, and that rate and level of attainment are contingent upon the age at which learning begins. He suggests that a sensitive period occurs in language learning. Learning that takes place during this period is successful, and learning taking place later is limited. Collier (1989) maintains that, for academic achievement, it does not matter when second language learning begins as long as cognitive development continues at least through age 12.

Uninterrupted academic development; It is important not to limit the academic development of LEP students while they are learning English. Instruction focusing on communication skills only for 2-3 years will leave LEP students 2-3 years behind their English-speaking peers in school subjects (Collier & Thomas, 1989).

Attitude and individual differences; Oxford (1989) maintains that language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Saville-Troike (1982) found, in one study that students who had active and competitive coping styles and a more positive attitude toward learning English achieved better in school.

The academic achievement of LEP students can be measured by teacher-made tests in each subject area, by grade point average, by student performance on tests designed by a school district to measure the attainment of local school curriculum objectives, or by standardized tests designed to compare the performance of one group of students with that of all students in the United States (Collier, 1989). Navarre, et al. (1990) asserts that using a combination of formal and informal measures to assess the academic ability of LEP students formal assessment may indicate how students are performing in relation to other students across the nation, state, or school district. Informal data can be used to support formal test findings or to provide documentation of student progress in instructional areas not covered by formal measures.

Dunn (1988), maintains that, although standardized reading tests may provide information on the reading ability of LEP students in relation to other students at the same grade level, they do not provide qualitative information about students' reading skills or information about specific student strengths or weaknesses. He advocates the use of dynamic assessment which rather than assessing current knowledge and skills, measures individuals readiness for learning new knowledge and skills Dunn, (988). Saville-Troike (1988), views pragmatic vocabulary tests as a valid method of obtaining information on student academic progress asserting that they measure skills and knowledge central to academic success. She concedes that "radical changes are needed in testing procedures and interpretation," and that "scores by LEP students on such tests should not be taken uncritically at face value, but that debriefing interviews afterward are essential to check on comprehension and reasons for responses" Saville-Troike, (1988). p21-22.



In the final analysis it can be asserted that Language development for achievement of learners in public schools have been identified as a group at risk if academic failure. For these students to achieve their full potential, a strong commitment must be made to their educational needs and futures. "Language minority students are a national resource to be nurtured and encouraged to attain their maximum level of achievement, just like any other children in our educational system" (Council of Chief State School Officers, 1990. p51).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

The study employed descriptive survey design. Descriptive research design assisted the researcher in obtaining the perceptions and opinions of the respondents from the field that she in turn used to fully describe the whole phenomenon at hand. Correlation research design enabled the researcher in establishing the relationship between language development and teacher performance of learners in selected public primary schools in Tigania East District, Kenya.

#### **Research population**

The target population included 128 teachers from the selected public primary schools in Tigania East District, Kenya.

#### **Sample size**

The sample comprised of 120 respondents from selected public primary schools in Tigania East District, Kenya. The researcher arrived at this sample through the use of sloven's formula stated as:

$$n = \frac{N}{1 + N (e)^2}$$

Where n=sample size, N= target population and e= level of significance (0.05).

**TABLE 1: Category of respondents**

Number	Schools	Target population (Teachers)	Sample size
1	A	25	24
2	B	29	27
3	C	27	25
4	D	32	30
5	E	15	14
	Total	128	120

Source: Tigania East District Education Office, January 2011.

### **Sampling procedure**

The researcher used purposive sampling techniques to collect data from various categories of the survey population. A stratified random sampling technique enabled the researcher to achieve the desired representation from various sub groups in the survey population. Purposive sampling technique allowed the researcher to use respondents that have the required information with respect to her study objectives.

### **Research Instrument**

#### **Questionnaire**

Only closed ended questions with likert scale were given to the cross section of respondents which in turn facilitated effective data gathering. The researcher adopted this type of questionnaires because questions asked in it are easy to complete, analyze quantitatively and responses obtained through the use of this kind of questionnaire are compared easily to different items

hence making it easy for the researcher to detect a trend just by glancing at the responses (Amin, 2005).

My respondent were teachers with age bracket 34-43 dominated in the study and the minority are those above 50 years. According to gender male respondent were the majority but slightly more than female respondents. Most of the respondents were married, few are married and none was a divorcee. Certificate orders were the majority and there was no masters degree holders among the respondents in academic levels. The questionnaire had questions to determine the level of second language development of learners and the level of teacher performance.

### **Validity and Reliability of the Instrument**

To establish validity and reliability of the questionnaire, the researcher used expert judgment method. The experts looked at the relevance of questions in view of the problem, objectives, research questions, hypothesis, conceptual frame work and literature. They also evaluated clarity of wording of the questions/items which the researcher seriously took into consideration and made the necessary adjustments.

In addition, a pre - test was conducted in order to improve on the reliability of the questionnaire. Furthermore, retest method was used in which the same test was given to same selected few respondents after a period of time. The researcher obtained the same results on the two administrations of the same questionnaire which in turn convinced him that the instruments used were reliable.

## **Data gathering Procedures**

Before administering the questionnaires an introductory letter from the school of post graduate studies and research of Kampala International University was sought and was given to the researcher. This letter was presented to the District Education Officer to allow the researcher to collect data from the selected Public schools in Tigania East District. The same letter was attached to the questionnaires for each school to seek permission from head teachers and the teachers from these schools selected for study.

During the administration of the questionnaires the researcher visited each school. The researcher gave the questionnaires to the head teachers who then gave them to their teachers. The researcher talked to the respondents together and outlined the objectives and the purpose of the study. The respondents were informed that the questionnaires needed immediate attention and response. The respondents were assured of utmost confidentiality.

The teachers embarked on the questionnaires and the researcher briefly guided the respondents. After administering the questionnaires the researcher gave the respondents ample time to respond. The researcher collected the questionnaires and ascertained that they were fully answered. This step was to be followed by data organization and analysis and then lastly the researcher wrote the final report and submitted it to the school for the award of marks that enabled her graduate.

## **Data analysis**

After data collection from the field, the researcher analyzed it qualitatively and statistically. Frequencies and percentage distributions were used to analyze data on the respondent's profile. Means were used to analyze data on the level of second language development and the level of teacher performance in selected public primary schools in Tigania East District, Kenya. Pearson's Linear Correlation Coefficient (PLCC) was to establish whether there is any significant relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya. To interpret the obtained data, the following numerical values and descriptions was used:

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	moderate
1.00-1.75	Strongly Disagree	Low

## **Ethical Considerations**

Throughout this research study, the researcher avoided everything that would cause discredit on her. She did this by complying to various ethical principles For instance the principle of voluntary participation that requires people not to be coerced into participating in research was adhered to

whereby participants were induced to participate into the study willingly and enthusiastically without necessarily be forced by the researcher.

**Informed consent-** where by prospective research participants were fully informed about the procedures and risks involved in research.

**Confidentiality-** where the researcher made sure that information obtained from the respondents is kept secretly and this was even guaranteed by not even allowing them to show their identity for instance on the filled questionnaires.

### **Limitations of the Study**

Some respondents voluntarily refused to respond to some questions fearing that management may victimize them. However this was minimized by the researcher via cultivating and instilling a sense of trust in the minds of respondents and assuring them confidentiality.

Difficulty in accessing the respondents due to their busy schedules. However the researcher used multiple skills like call backs, re arranging appointments and extensive mappings.

Information asymmetry whereby most of the respondent's interview could not give satisfactory and reliable information relating to the topic under investigation, however, the researcher made use of relevant journals articles and the library search for relevant information to enrich the literature.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Profile of the Respondents

In this study, respondents were described according to age, gender, marital status, level of education and the primary school where they teach. In each case, respondents were asked to disclose their respective profile information in order to enable the researcher classify and compare them accordingly. The researcher employed a closed ended questionnaire in obtaining information about their personal profiles and their responses were analyzed using frequencies and percentage distributions as summarized in table 2

**Table 2: Profile of the respondents**

Main Category	Sub category	Frequency	Percentage
Age	25-33 years	24	20.0
	34-43 years	60	50.0
	44-50 Years	26	21.7
	Above 50 years	10	8.3
	Total	120	100
Gender	Male	65	54.2
	Female	55	45.8
	Total	120	100
Marital status	Single	40	33.3
	Married	80	66.7
	Divorced	-	-



Cont:

	Total	120	100
Level of Education	Masters	-	-
	Degree	18	15.0
	Diploma	42	35.0
	Certificate	60	50.0
	Total	120	100
School	A	24	20.0
	B	27	22.5
	C	25	20.8
	D	30	25.0
	E	14	11.7
	Total	120	100

Source: Primary data 2011.

Results in table 3 reveals that 24 (or 20.0%) respondents were in the age bracket of 25-33, 60(or 50%) in the age bracket of 34-43, 26 (or 21.7%) in the age bracket of 44—50 and 10 (or 8.3%) were in the age bracket of 50 years and above. It can therefore be deduced that though all age categories were represented, respondents in the age category of 34 - 43 years almost dominated the study.

Regarding gender, the study revealed that majority of the respondents were male that is to say 65 (or 54.2%) and minority respondents were females 55 (or 45.8%). These two figures justify almost gender balance in this study.

Concerning marital status, Married teachers dominated the sample with 80 (or 66.7%), followed singles 40(or 33.3%) and in all the schools that were selected never had any teacher who had divorced.

Concerning marital status, Married teachers dominated the sample with 80 (or 66.7%), followed singles 40(or 33.3%) and in all the schools that were selected never had any teacher who had divorced.

Regarding level of education, certificate respondents were the majority with 60 (or 50%), followed by Diploma holders 42 (or 35.0 %), 18 (15 %) were Degree holders and there were no masters respondents in all the public schools that were considered.

### **Level of Second Language development**

The second objective was set to determine the level of second Language development of learners in selected public primary schools Tigania East District, Kenya. In this study, the level of second Language development in selected public primary schools in Tigania east district, Kenya was measured using twenty qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each of the items or statements by indicating the number that best describes their perceptions. All twenty items on second Language development were likert scaled using four points ranging between 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 4 below.

**Table 3: level of second Language development**

Second Language development	Mean	Interpretation	Rank
My pupils are fluent in English language	2.083	Moderate	10
My pupils learn English language from interactions with their colleagues in school.	1.675	Low	12
The environment in my school is conducive for English usage	2.000	Moderate	11
English language is compulsory for everyone in school	1.416	Low	16
Teacher in my school are facilitated well to teach English language	3.291	Very high	3
Local language is not allowed in school confinements	1.416	Low	16
Teachers are not motivated to teach English	3.291	Very high	3
Punishments work well in enforcing English language and usage in my school	1.425	Low	15
My pupils are better in writing English than speaking it	2.917	High	4
Teachers and pupils use vernacular freely in school	2.667	High	6
Pupils are taught to write English only	1.300	Low	17
English is the medium of instruction in my school where I teach	2.583	High	7
Pupils have a negative attitude towards English as a subject	1.175	Low	18
There are weak policies pertaining English use in my school	3.750	Very high	1
Teachers are not committed to teaching English in my school	1.508	Low	13
English is universally used by everyone in my	1.167	Low	19

Cont:

school			
The methods of teaching English are poor in my school	2.250	Moderate	8
English debates are rare in my school	3.583	Very high	2
The rate of absenteeism among pupils is responsible for slow English development in my school	2.717	High	5
Older pupils are better in English than young pupils in all classes in the schools	1.458	Low	14
Average mean	2.184	Moderate	9

Source: Primary data 2011.

Results in table 4 indicate that second language development in selected public primary schools in Tigania East District, Kenya exist at different levels due to a variety of reasons and factors for example, respondents rated weak policies pertaining English usage to be very high at (mean=3.750) equivalent to strongly agree on the likert scale, followed by rare English debates in schools that were rated very high (mean=3.583) which is equivalent to strongly agree on the likert scale, the issue of teachers being well facilitated but not motivated to teach English was rated very high (mean=3.291) which is equivalent to strongly agree on the likert scale. Furthermore result indicate that pupils in selected public primary schools are better in writing English than speaking it at (mean=a2.917) which is equivalent to agree on the likert scale, followed by the rate of absenteeism being responsible for slow English development in selected public primary schools (mean= 2.717) which is equivalent to Agree on the likert scale, Respondents ranked the level of teachers and pupils using vernacular freely in school to be high at (mean=2.667) equivalent to agree on the likert scale, English being the medium of instruction in school was ranked moderate at

mean=2.583 equivalent to disagree on the likert scale, methods of teaching English being poor were moderately ranked (mean=2.250) equivalent to disagree on the likert scale, pupils fluency in English language was ranked moderate (mean=2.083) equivalent to disagree on the likert scale, the environment in school being conducive for English usage was ranked moderate (mean=2.000) equivalent to disagree on the likert scale, pupils learning English language from interactions with their colleagues in school was ranked low (mean= 1.675) equivalent to strongly disagree on the likert scale, teachers commitment toward teaching English in schools was ranked low (mean=1.508) equivalent to strongly disagree on the likert scale. Older pupils being better in English than young pupils in all classes in the schools was ranked low (mean=1.458) equivalent to strongly disagree on the likert scale, Punishments working well in enforcing English language was ranked low (mean=1.423) equivalent to strongly disagree on the likert scale, Local language usage not being allowed in school confinements was ranked low (mean=1.416) equivalent to strongly disagree on the likert scale, English language being compulsory for everyone in school was ranked low (mean=1.175) equivalent to strongly disagree on the likert scale, Pupils having a negative attitude towards English as a subject was ranked low (mean=1.167) equivalent to strongly disagree on the likert scale and lastly English being a language that is universally used by everyone in schools was ranked low (mean=1.167) equivalent to strongly disagree on the likert scale. On overall, the level of second language development in selected public primary schools in Tigania East District, Kenya is moderate justified by the overall average (mean=2.184) which is equivalent to disagree on the likert scale.

### Level of teacher performance

The third objective was set to determine the level of teacher performance of the selected public primary schools in Tigania East District, Kenya. The level of teacher performance in the selected public primary schools in Tigania East District, Kenya was measured using nine qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each of the items or statements by indicating the number that best describes their perceptions. All nine items on teacher performance were likert scaled using four points ranging between 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 5 below.

**Table 4: level of teacher performance**

Teacher performance	Mean	Interpretation	Rank
I finish syllabus in time.	3.833	Very high	2
My school produces many 1 <sup>st</sup> grades every year in KCPE.	2.291	High	8
I implement the curriculum and meet the school's academic standards	2.841	High	7
I am in good books with the ministry of education in Kenya	3.842	Very high	1
I know the performance of every student in my class	3.667	Very high	4
The school produces bright pupils ready for form one every year.	3.167	High	5
The school competes favorably with other public schools in Kenya	3.708	Very high	3
my school is known for bright pupils even after school	3.833	Very high	2
The school is known for academic and professional alumnae.	3.708	Very high	3
Average Mean	3.020	High	6

Source: Primary data 2011

Results from table 5 indicate that the level of teacher performance exist at different levels for example respondents rated the level of education achievement on being in good books with the ministry of education Kenya very high (mean=3.842) equivalent to strongly agree on the likert scale followed by accomplishment of syllabus in time by teacher and selected schools being known for bright pupils even after school which were all rated very high (mean=3.883) equivalent to strongly agree on the likert scale. Respondents also ranked very high selected schools for being known for academic, professional alumnae and having the ability to compete favorably with other public schools in Kenya at (mean=3.703) equivalent to strongly agree on the likert scale, respondents also ranked high selected schools in producing bright pupils ready for form one every year (mean=3.167) equivalent to agree on the likert scale, competency of teachers in knowing the performance of every child in schools where they teach was ranked very high (mean=3.667) selected schools in producing many 1<sup>st</sup> grades every year in KCPE was ranked high (mean=2.291) and proper implementation of curriculum and meeting school's academic standards by teachers was high (Mean=2.841) which are all equivalent to agree on the likert scale.

### **The relationship between second Language development and teacher performance**

This last objective was set to determine whether there is a significant relationship between second Language development and teacher performance in the selected public primary schools in Tigania East District, Kenya. It was hypothesized that there is no any significant relationship between second Language development and teacher performance in the selected public primary schools Tigania East District, Kenya. To test this null

hypothesis, and to get an overall picture of the relationship, the researcher combined all the mean perceptions computed in table 4 and 5 above, and two mean indices were computed and generated (second Language development and teacher performance) after which the two indices were correlated using the Pearson's linear correlation coefficient (PLCC, or  $r$ ). Results of this test are indicated in table 6 below.

**Table 5: Correlating second Language development and teacher performance**

Send Language Development Vs	r. Value	Sig. Value	Interpretation	Decision on Ho
Teacher performance	0.891	0.000	Positive and significant	Rejected

Level of Significance at 0.05

Results in table 6 indicate that there is a positive and significant relationship between second language development and teacher performance of learners in selected public primary schools Tigania East District, Kenya and therefore at 0.05, the null hypothesis which states that "there is no significant relationship between second Language development and teacher performance learners in selected public primary schools in Tigania East District, Kenya" is rejected to the effect that the two variables are significantly correlated at ( $r=0.891$ ,  $\text{sig}=0.000$ ).



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary of findings**

The study on second language development and teacher performance in selected public primary schools was guided by four research objectives that were set to determine the respondents profile in terms of age, gender, marital status, level of education and public primary schools where they teach, the level of second language development in selected public primary schools in Tigania East District, Kenya, the level of teacher performance in selected public primary schools in Tigania east district, Kenya and the relationship between second language development and teacher performance in selected public primary schools in Tigania East District, Kenya.

Data analysis using SPSS's descriptive statistics showing frequencies and percentages revealed that the respondents within the age category of 34-43 years dominated the study with 60 (or 50%) where as respondents above 50 years were the minority with 18 (or 8.3%), Male respondents dominated the study with 65 (or 54.2%) where as Females were the minority with 55 (or 45.8%), 80 (or 66.7%) teachers were married where as 40 (or 33.3%) are singles. Concerning level of education, level of certificate holders dominated the study with 60 (or 50%). Furthermore data analysis using SPSS'S descriptive statistics showing means revealed that the level of second language development stands at mean  $\approx 2$  (moderate level) and the level of teacher performance stands at mean  $\approx 3$  (high level) respectively.

Concerning the analysis of relationship between the study variable, findings from the Pearson linear correlation coefficient show a significant and positive relationship between second language development and teacher performance ( $r= 0.891$ ,  $\text{sig}= 0.000$ ).

### **Conclusions**

The researcher in this section gives conclusion to the study findings in relation to the study objectives and hypothesis.

The level of second Language development of learners in selected public primary schools Tigania East District, Kenya.

The first study objective was set to determine the level of second Language development in selected public primary schools Tigania East District, Kenya. It was found out that though teachers in selected public primary schools are committed and have got a positive attitude toward English language, language development generally still stands at a moderate level due to weak policies pertaining English usage, rare English debates in schools, well facilitated teachers but un motivated to teach English, high rate of absenteeism among pupils, excessive usage of vernacular by both teachers and pupils in school confinements, poor methods of teaching English language, un fluency of pupils in English language, un conducive learning environment, inability of pupils to learn from others and English not being a universal language accepted by all.

## **The level of teacher performance**

The second study objective was set to determine the level of teacher performance in selected public primary schools in Tigania East District, Kenya and it was found out that the level of teacher performance positions itself at a high level due to genuine teachers that are in good books with the ministry of education in Kenya, timely accomplishment of syllabus by teacher, perceived sound reputation held by schools for producing bright, academic, professional pupils ready to join form one every year, many 1<sup>st</sup> grades produced by selected primary schools every year in KCPE, proper implementation of curriculum and academic standards set by teachers and schools ability in selected primary schools to compete favorably with other public schools in Kenya.

The relationship between second Language development of learners and teacher performance

The last objective was set to establish the relationship between second Language development and teacher performance in selected public primary schools Tigania East District, Kenya for which it was hypothesized that there is no significant relationship between second Language development and teacher performance in selected public primary schools in Tigania East District, Kenya. Basing on the ascertained results from table 6 the null hypothesis is rejected leading to a conclusion that second language development is positively and significantly correlated with teacher performance in selected public primary schools Tigania East District, Kenya at ( $r=0.891$ ,  $\text{sig}=0.000$ ).

## **Recommendations**

English language should be made compulsory in all schools in Kenya regardless of the class that the child is in. If it is made a culture, children would even join knowing and ready to face English reality and repercussions that would emanate from its violation hence change.

Strict English policies and proper methodologies should be drafted and subjected under rigorous implementation if quick pace language development is to be attained and high educational levels to be achieved. These policies and methods should be drafted on a 360 degrees basis so that each and every one in the schools has a stake in it. This would make the implementation much more easier and even staff would not resist them because of their input.

Teachers should be motivated and morale boosted to teach English through giving them enough incentives that would stimulate them to unlock their potentials and work towards meeting the set standards with a lot of zeal, commitment and enthusiasm.

Furthermore, parents should also be sensitized about English policies in general term meetings about matters pertaining second language development. This is due to the fact that they play a key role at home and there are the ones who over expose children with vernacular at home especially after school in the evening for non- boarding public primary schools and during holidays for all schools. They should be educated about the need and importance of English language and if possible be induced to provide relevant coaching to the pupils especially in holidays to keep them more updated.

Teachers should create good rapport with the learners in order to make them feel loved and accepted. This would in turn make learners free and open to teachers in case of any language related issue and be in position to get answers.

Learning materials like flash cards, charts, real objects and audio visual devices coupled with rhymes and songs should be integrated in methodologies used by the school in teaching language because they ease and speed up the rate of language acquisition among the young generation.

### **Areas for further research**

Despite the effort made by the researcher in investing about matter about the topic she cannot claim that she has tackled all the problem areas in second language development and teacher performance. This therefore leaves a room for further research by any, who might be interested in areas of adults' contributions to children's grammatical development, preverbal communication and early social speech, raising children network, speech perception and toddler language development where a more comprehensive study would be done.

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**APPENDICES**  
**APPENDIX I**  
**TRANSMITTAL LETTER**



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**OFFICE OF THE CORDINATOR OF EDUCATION  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

April 27, 2011

Dear Sir/Madam,

**RE: REQUEST FOR LUCY MURORU KIRIANKI MED /42508/92/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration. She is currently conducting a field research of which the title is **"Language Development and Educational Achievement of Learners in Selected Public Primary Schools in Tigania East District, Kenya."** As part of her research work, she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

  
**Ms. Kyolaba Sarah**  
Coordinator Education, (SPGSR)

**APPENDIX II**  
**INFORMED CONSENT**

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Dear Sir/Madam,  
Greetings!

I am a candidate for Masters of Educational management and administration at Kampala International University with a thesis on second Language development of learners and teacher performance in selected public primary schools in Tigania East District, Kenya. As I pursue to complete this academic requirement, may I request your assistance by being part of this study. Kindly provide the most appropriate information as indicated in the questionnaires and if possible please do not leave any item un answered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve the questionnaires one week after you received them.  
Thank you for your co-operation.

Yours faithfully,  
Lucy Muroru Kirianki

.....  
Masters Candidate

**APPENDIX III**  
**RESEARCH INSTRUMENT**  
**QUESTIONNAIRE FOR THE TEACHERS IN SELECTED PUBLIC**  
**PRIMARY SCHOOLS IN TIGANIA EAST DISTRICT, KENYA**

I am giving my consent to be part of the research study of Madam Lucy Muroru Kirianki on second Language development and teacher performance in selected public primary schools Tigania East District, Kenya. I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdrawal of my participation at any time.

I have been informed that the research is voluntary and that the results will be given to me if I requested for it.

Initial:.....

Date:.....

**FACE SHEET**

Code..... Date received by respondents.....

**PART 1:- RESPONDENT'S PROFILE**

1. Age:25 to 33 years \_\_\_\_\_,34 to 43 years\_\_\_\_\_,44 to 50 years\_\_\_\_\_,  
Above 50 years\_\_\_\_\_
2. Gender:Male\_\_\_\_\_,Female\_\_\_\_\_
3. Marital Status  
Single\_\_\_\_\_,Married\_\_\_\_\_,Divorced\_\_\_\_\_
4. Academic Qualifications  
Masters\_\_\_\_\_,Degree\_\_\_\_\_,Diploma\_\_\_\_\_,Certificate\_\_\_\_\_
5. School  
Mikinduri\_\_\_\_\_, Mukono\_\_\_\_\_, Kingo\_\_\_\_\_, Kiriene\_\_\_\_\_,  
St enedict\_\_\_\_\_

**LEVEL OF SECOND LANGUAGE DEVELOPMENT OF LEARNERS  
IN SELECTED PUBLIC PRIMARY SCHOOL IN TIGANIA EAST  
DISTRICT, KENYA.**

Direction: Please respond to the options and kindly be guided with the scoring system below. Please write your rating in the space provided.

Score	response mode	Description	legend
4	Strongly agree	you agree with no doubt at all	SA
3	Agree	you agree with some doubt	A
2	Disagree	you disagree with some doubt	D
1	Strongly Disagree	You disagree with no doubt at all	SD

\_\_\_(1) My pupils are fluent in English language.

\_\_\_(2) My pupils learn English language from interactions with their colleagues in school.

\_\_\_(3)The environment in my school is conducive for English usage.

\_\_\_(4) English language is compulsory for everyone in school.

\_\_\_(5)Teachers in my school are facilitated well to teach English Language.

\_\_\_(6)Local language is not allowed in school confinements.

\_\_\_(7)Teachers are not motivated to teach English.

\_\_\_(8)Punishments work well in enforcing English language and Usage in my school.

\_\_\_(9)My pupils are better in writing English than speaking it.

\_\_\_(10)Teachers and pupils use vernacular freely in school.

\_\_\_(11) Pupils are taught to write English only.

\_\_\_(12) English is the medium of instruction in my school where I Teach.

\_\_\_(13) Pupils have a negative attitude towards English as a Subject.

- \_\_\_\_(14)There are weak policies pertaining English use in my school.
- \_\_\_\_(15)Teachers are not committed to teaching English in my School.
- \_\_\_\_(16)English is universally used by everyone in my school.
- \_\_\_\_(17)The methods of teaching English are poor in my school.
- \_\_\_\_(18)English debates are rare in my school.
- \_\_\_\_(19)The rate of absenteeism among pupils is responsible for slow English development in my school.
- \_\_\_\_(20) Older pupils are better in English than young pupils in all classes in the school.

**LEVEL OF TEACHER PERFORMANCE IN SELECTED PUBLIC  
PRIMARY SCHOOLS IN TIGANIA EAST DISTRICT, KENYA.**

- \_\_\_\_(21) I finish syllabus in time.
- \_\_\_\_(22) my school produces many 1<sup>st</sup> grades every year in KCPE.
- \_\_\_\_(23) I implement the curriculum and meet the school's academic standard.
- \_\_\_\_(24) I am in good books with the ministry of education in Kenya.
- \_\_\_\_(25) I know the performance of every student in my class.
- \_\_\_\_(26) The school produces bright pupils ready for form one every year.
- \_\_\_\_(27) The school competes favorably with other public schools in Kenya.
- \_\_\_\_(28) my school is known for bright pupils even after school.
- \_\_\_\_(29) The school is known for academic and professional alumnae.

## APPENDIX IV

**The table 1 shows candidates performance in English from 2002 – 2005 in Kenya Certificate of Primary Education (KCPE)**

Year	2002		2003		2004		2005	
Paper	Objective	Comp	Objective	Comp	Objective	Comp	Objective	Comp
% mean	42.20	34.00	44.90	30.73	45.74	35.77	43.10	36.30

Source: Kenya National Examination Council News letter (2005)



## CURRICULUM VITAE (CV)

NAME : LUCY MURORU KIRIANKI  
DATE OF BIRTH : 1967  
SEX : FEMALE  
NATIONALITY : KENYAN  
ID/NO : 9837618  
RELIGION : CHRISTIAN  
DISTRICT : TIGANIA EAST  
MARITAL STATUS : MARRIED  
LANGUAGE : ENGLISH, KISWAHILI AND KIMERU  
CONTACT : P.O BOX 11, MIKINDURI  
(TEL: +254 720 387 446)

### EDUCATION BACKGROUND

2009-2011 : Kampala International University(MED)  
2007-2009 : Kampala International University (BED)  
2002-2005 : Kenya Institute of Special Education (Dip)  
1989-1991 : Shanzu Teachers Training College (PTE)  
1984-1987 : St. Columbus Secondary School (KCE)  
1976-1983 : Muthara Primary School (CPE)

### OTHERS

1. Certificate of participation in special Olympics
2. Certificate in computer training
3. Certificate of participation in child to child concept
4. Certificate of participation in HIV/AIDS mobilizing, equipping and training programme for youth and leaders
5. Certificate of participation in elections supervision and monitoring.

Current Professional : Teacher

Status : Senior Teacher

Work Experience : 19 Years

### REFEREES

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