

The Attitude of Learners towards the Forced Spoken English in School

:

A Case Study of Mombasa, Kenya

BY

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INTERNATIONAL

UNIVERSITY

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## DECLARATION

I, Ahmed Wasila Abubakar hereby declare that, this research report is my original academic work. It has not been submitted or presented for the award of Bachelor of Arts with Education or any other award at any University or other institution of Higher Learning.

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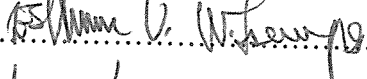
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## APPROVAL

This research report is submitted to Kampala International University, college of education, Open, Distance and e-Learning as partial fulfillment of the award of bachelor of art with education, with the approval of my Supervisor, MRS. ESTHER VICTORIA SSEMPA

MRS. ESTHER VICTORIA SSEMPA (SUPERVISOR)

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DATE... 2.6/05/12 .....

## **ACKNOWLEDGEMENT**

I am greatly indebted to the people and the institutions that made the writing of this project successful. Special thanks go to my project supervisor MRS. ESTHER VICTORIA SSEMPA for her invaluable guidance, continuous assistance and encouragement throughout the writing of this project. Special thanks also go to my mother, brother and all my friends for the sacrifices they made in ensuring the access of this project.

## **DEDICATION**

This research project is dedicated to my dearest and hard working mother Aisha Mohammed Amran, my father Abubakar Ahmed, my big brother Swaleh Abubakar, my other siblings, the rest of the family members and the friends who have all been inspirational in my life and gave me the courage, support and determination to come this far.

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## **ABSTRACT**

The study sought to find out the attitude of learners towards forced spoken English in schools in Mombasa County of the coast province, Kenya. The objective of this study is to find out the attitude of learners towards the forced spoken English in schools in Mombasa County. The purpose of the study is to find out the learners' opinions towards the forced spoken English in schools. The study used the random sampling techniques. It has fifteen learners and fifteen teachers from three different schools. All the data collected was analyzed using frequencies and percentage because they easily communicate the research findings to the majority of respondents.

The findings of the report obtained from the respondents shows that learners do not like to be forced to speak in English in schools and do not like the punishments given to them. The conclusion of this research is learners do not like it when they are forced in English by their teachers hence develop negative attitude towards English speaking and also English as a subject. This makes them feel like they are in jail and when they come out of their school compounds they feel free no punishments no one to tell them, to pressurize them to speak in English hence they automatically switch off to their mother tongues happily and English is forgotten until the next morning when entering the school compound. The recommendation of these reports is teachers should not force learners to speak in English by punishing them, they should find other ways other than punishing them as a way of motivating them to speak English for example giving rewards to the learners who frequently use English to communicate in schools this should be done after every week and other learners will also want to be rewarded as the learner who uses English frequently in schools. This will improve the attitude and they will not feel like they are forced to speak English.



# **CHAPTER 1**

## **1.0 Introduction**

### **1.1 Background**

Teaching of English includes making the learners to master the four skills that are speaking, listening, writing and reading. In this study the researcher only dealt with the speaking skill, that is spoken English which most learners fear to speak due to many reasons.

It is made a rule in most of the East African schools that learners should speak English; this is supposed to help the learners to improve on their English and also performance of other subjects. It is considered a rule hence not to be broken; if it is broken then there is punishment for that. The punishments make them or force them to speak English out of their own free will. It is from this observation that the researcher has picked interest to find out what the learners feel or what they feel and think about they being forced to speak English, which it is their second language, and this could lead to learners to have poor attitude towards their native language or first language, can also lead to learners have emotional stress and having low self-esteem, this will bring fear to learners hence they will not be able to speak freely.

### **1.2 Statement of the Problem**

The teachers use punishments for the learners who do not speak English in schools and these punishments include wearing a bone around the neck, wearing sacks written "I am a fool I can't speak English", beating and making them dig holes and pits. This creates a problem because learners do not speak English on their own free will but they do speak English out of fear for punishments or will speak English only to impress the teachers. Also fear of wearing a sack and every learner makes fun of them the whole day. Learners are humans; they must have their own opinion about this, so the researcher was to find out what they think about them being forced to speak English in schools.

### **1.3 Definition of Terms**

In this study, the researcher used the phrase “Forced Spoken English” to refer to the enforcement of speaking English in schools. Attitude is another term which was used to mean opinions or feelings that you show by your behavior.

### **1.4 Research Objectives**

#### **1.4.1 General Objective**

The purpose of the study was to find out the attitude of learners towards the forced spoken English in schools.

#### **1.4.2 Specific Objectives**

- a) To found out how often learners speak English in schools.
- b) To found out the extent to which learners are forced to use English in schools.

### **1.5 Hypothesis**

- Spoken English is forced in many schools.
- Learners do not like to be forced to speak English.
- Learners do not like to speak in English in schools due to various reasons known to them.

### **1.6 Significance of the Study**

- The findings show the views of the learners on forced spoken English in schools.
- The researcher have facts to use when proving the learners views through questionnaires.
- To change the attitude or views of the teachers and educational administrators on forcing the learners to speak English in schools.

- This research has helped to release the learners from the pressure and the stress they had before when they fail to speak English.

### **1.7 Scope of the Study**

This study had focused on the views of the learners towards being forced to speak in English in the schools in Mombasa District, Mvita Constituency in the following schools: Tononoka Secondary school, Sharrif Nassir Girls Secondary School and Mbaraki Girls Secondary Schools.

The researcher used questionnaires as a method of collecting data from the learners or from the sample schools.

## CHAPTER 2

### 2.0 Literature Review

This section consists of views of other researchers on the same topic that the researcher was working on and what they think, also their findings on that topic or similar to that topic.

Most of the researchers talked about the punishments given to learners as a way of disciplining them and encouraging them to learn, but they did not focus on punishments given to a failure of a certain subject but they generalized. Corporal punishment is defined as “a method of discipline by which a supervising adult deliberately inflicts pain on a child in response to a child’s unacceptable behavior and/or inappropriate language”. (American Psychiatric Association, 1989)

Punishments does not only involve physical torture through beating but also punishments can be through other forms which learners hurt emotionally, this is supported by the statement below;

*‘There other harmful and humiliating forms of punishments of children which do not involve the direct use of physical force’ (as cited in Hitting People Is Wrong and Children Are People Too.p.g2)*

This proves that punishments are punishments whether hurt the learners physically, emotionally, whether in general or per subject encouragement they are still defined as punishments.

Corporal punishments have effects on children and it is opposed by most researchers and writers like M.C. Cord indicated that:

*‘Corporal punishment has associated with a variety of psychological and behavioral disorders in children, adults, including anxiety, depression, withdrawal, self-low esteem, impulsiveness delinquency, and substance abuse’ (as cited in Arif and Rafi, 2007, pg.172)*

*“Hitting children is also a dangerous practice which can cause physical, psychological and even death. It inhibits or prevents positive child development and positive forms of development” (Hitting People Is Wrong and Children Are People Too, p.g1)*

Learners they do not like to be punished, this is proved by this statement: “they said children responded negatively to being smacked, and that smacking was wrong” “(1) it feels like (they)

should not have done that it hurts, it feels embarrassed, it feels like you are really sorry and it hurts.” (Hitting People Are Wrong And Children Are People Too, pg. 13)

Punishments does not help in academic success and is not an effective way of discipline learners, this is proved by the following statement: “hitting children in schools does not help them achieve academic success. Hitting children in schools is not an effective tactic. Hitting children in schools does not make them feel safe in schools; instead, it makes them feel humiliated, helpless, depressed, and angry. Hitting children teaches them that it is not a legitimate way to handle conflict.”(Committee of Education and Labor in USA, Washington, DC, April, 15, 2010.pg4)

The same article also quotes(paddling it’s not an effective discipline tactic.it can cause immediate pain, lasting physical injury, and ongoing mental distress, low school achievements, antisocial behavior, and a tendency for school avoidance and school dropout (pg.2).

Punishments also causes after effects on the learners Alison Mamatey supported this “the use of corporal punishments affects not only the child receiving it, but that child’s society at large when long term effects are taken into account, weighing the long term negative effects of using corporal punishment against its immediate efficiency reveals that not using corporal punishment does, in fact,help more than one student.” (Novitas Royal, Research on Youth and Language, 2010.4(2), 190-200.p.g197)

Learners are humans just like an adult and they do not deserve to be given punishments which have negative effects on them, hence Aim opposing the punishments given to learners there other methods whereby the teachers can use for learners to be disciplined.

## CHAPTER 3

### 3.0 Research Methodology

This chapter provides a full explanation of the procedure, methods and design of collecting the data that was required from the various respondents.

### 3.1 Sources and Methods of Data Collection

The main research tool that the researcher used in this study was a questionnaire. The questionnaire covered the questions concerning learners attitude towards forced spoken English, their views, the kind of punishments given to them, how often do they speak English, if they are comfortable speaking English without fear and some questions which were answered by the teachers.

### 3.2 Sampling Design

The researcher has picked three schools in Mombasa District and from those schools the researcher has selected the sample of the population randomly so that it has mixed learners from different classes in that certain school.

### 3.3 Procedures of Data Analysis

After the data was collected, the questionnaires were scrutinized carefully by the researcher to avoid inconsistent responses from making up the final data during comparison. The data was converted into percentages.

### 3.4 Methods of Data Analysis

Item	frequency	percentage
Yes	10	25%
No	30	75%
<b>Total</b>	<b>40</b>	<b>100%</b>

### **3.5 Study Limitations**

- Learners were scared to share the information asked.
- This sample population might be influenced by the researcher's personal opinion.
- Time factor is also a problem because there is no much time to conduct the research process.

## CHAPTER4

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the results and analysis of the findings of data collected from the questionnaire and documentary evidence analysis in order to provide possible explanation for the findings of the study. The data collected has been presented using tables and pie charts to ensure that research bias is removed.

#### 4.1 Language Spoken by Learners in the School Compound

The researcher conducted the research in three different schools and one of the things to be found out which language is mostly spoken by learners in schools. Kiswahili, English or their mother tongue and the results shows that the language mostly used in schools by learners was English that is fourteen students out of fifteen students said that they use only English language to speak when in the school compound. Only one person out of fifteen learners said that for him or she speaks only Kiswahili language when he or she is in the school compound, and none speaks in their mother tongue when they are in the school compound. This shows that most schools in Mombasa or Kenya as a country learners use English to communicate to one another and not many schools have learners who speak other languages like Kiswahili and this data was analyzed and further illustrated in the table below to show which language is mostly used by learners in the school compound:

Item	frequency	percentage
English	14	93%
Kiswahili	01	7%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.1: spoken languages in schools



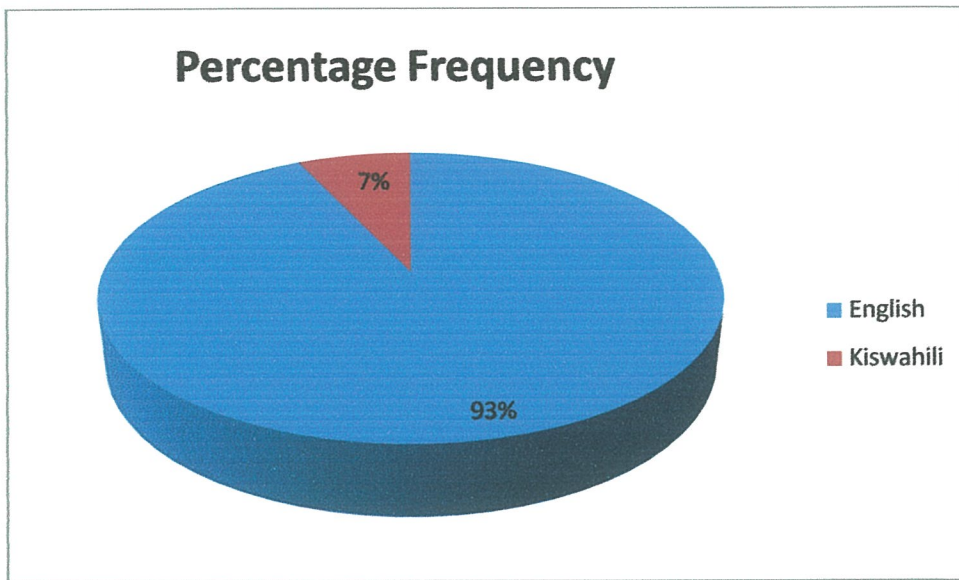


Figure 4.1: pie chart showing languages spoken in schools

#### 4.2 Language which is supposed to be used when in the School Compound

In every school there are rules and they must be followed and not to be bent. So the researcher investigated which language is used in schools as a rule that is a must to speak and if found not speaking it there are consequences, again between those three schools English is the one that is a must to be used by the learners it is one of the rules that learners should use English to communicate to others. Among fifteen learners all of them speak English in schools as a rule and not any other language. No learner marked Kiswahili or his or her mother tongue as a language that is kept as a must to be used in schools, this shows that no other language other than English is a must to be used by learners when they are in the school compound, this investigation is supported by the results in the table below to show that English is the language that is a must for learners to use when communicating to one another:

Item	Frequency	percentage
English	15	100%
Kiswahili	00	00%
Mother tongue	00	00%

None of the above	00	00%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.2: language of use in school compound

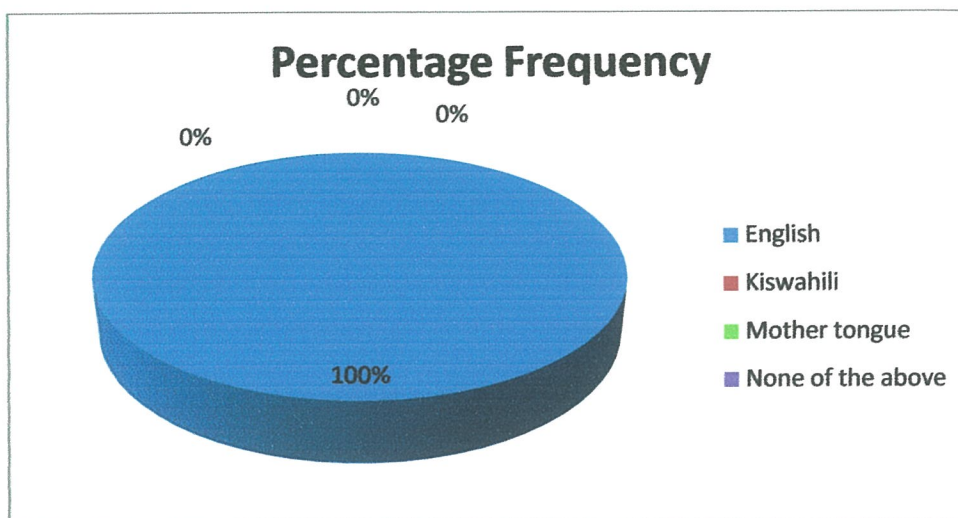


Figure 4.2: Pie chart showing language of use in school compound

### 4.3 Learners Attitude towards English

Here the researcher has investigated the learner's attitude towards English. The results shows that twelve learners like English as a language they use in school out of fifteen learners and only three learners do not like the language by marking (NO) in the questionnaire. This shows that most of the learners in schools like English as a language while be used in few learners do not like English as a language which is supposed to be used in school for communication, the table below helps for further explanation:

Item	frequency	percentage
Yes	12	80%
No	03	20%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.3: learners' attitude towards English

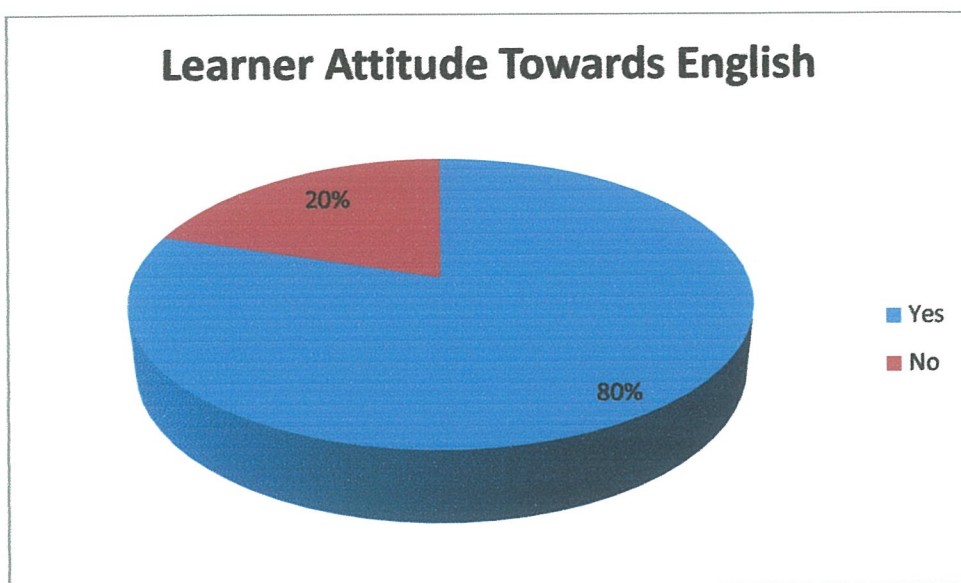


Figure 4.3: pie chart showing learners' towards English

#### 4.4 Learners forced to speak English in schools:

The researcher also investigated if the learners speak English out of their own free will or forced. And the results shows that out of fifteen learners ten of them marked (yes) in the questionnaire, that is they are forced to speak English in their schools and only five out of fifteen learners marked (no) in the questionnaire, that is they speak on their own free will and not forced to speak, this shows that most schools force their learners to speak in English when in school, the table below supports this explanation:

Item	frequency	Percentage
Yes	10	67%
No	05	33%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.4: learners are forced to speak English in school



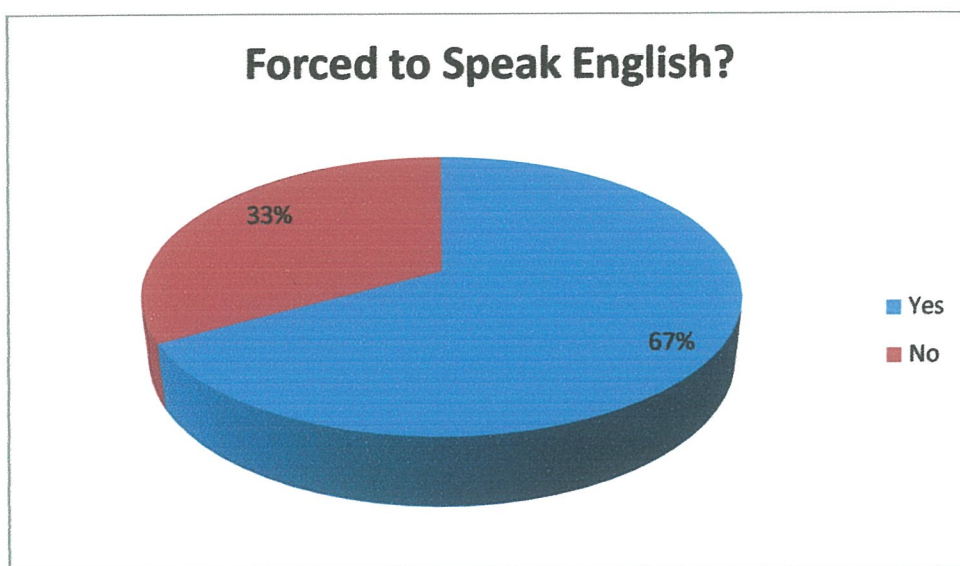


Figure 4.4: pie chart showing if learners are forced to speak English

#### 4.5 Punishments Given to Learners

The table below shows whether learners are given punishments or not if they fail to speak in English when they are the school compound. Fourteen learners out of fifteen learners marked (yes) meaning that they are given punishments if they do not speak in English and only one learner marked (no) in the questionnaire meaning that for him or her she is not given punishments if she fails to speak English when in the school compound, this further converted into percentage whereby ninety three percent of the learners are given punishments when they do not speak in English while seven percent of the learners are not punished if they do not speak in English in school.

Item	frequency	Percentage
Yes	14	93%
No	01	7%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.5: are learners punished for failing to use English in school?

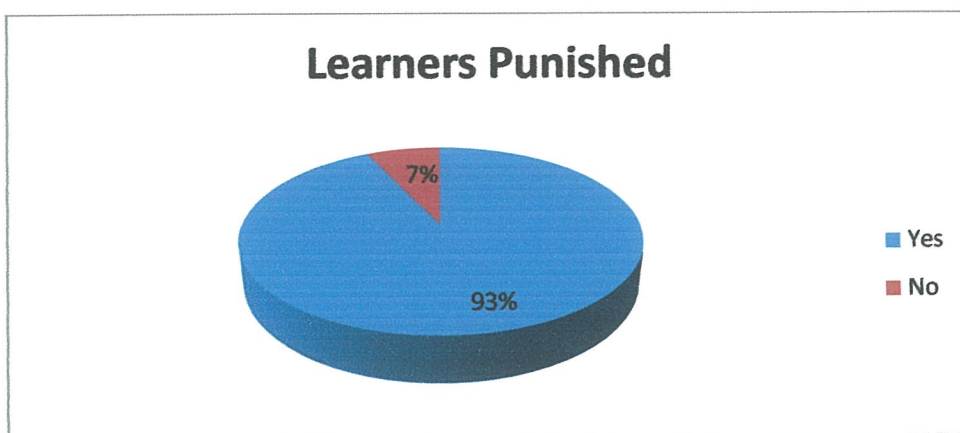


Figure 4.5: pie chart showing if learners are punished for failure to use English

#### 4.6 Kinds of Punishments Given to the Learners

This table shows the kinds of punishments given to learners who fail to speak in English when they are in school compound and the researcher found out or data shows that out of fourteen learners four of them sweep classroom and compounds, two of them slash grasses, one collects rubbish, two of them clean toilets, three are beaten, one wears a disk and one buys story books and buy brooms when they fail to speak in English when in school. The data is also calculated in to percentages that is: twenty eight point six percent of the learners sweep classrooms and compounds, fourteen point three percent of the learners slash grasses, seven point one of the learners of the learners collect rubbish, fourteen point three of the learners clean toilets, twenty one point four percent of the learners are beaten, seven point one percent of the learners wear disks and seven point one percent of the learners buy brooms and story books if they do not speak in English when in school, the table below shows the analysis of the dataanalyzed.

Item	Frequency	Percentage
Sweeping classroom and compounds	04	28.6%
Slashing	02	14.3%
Collecting rubbish	01	7.1%
Cleaning toilets	02	14.3%

Beating	03	21.4%
Disk	01	7.1%
Buy brooms and story books	01	7.1%
<b>Total</b>	<b>14</b>	<b>100%</b>

Table 4.6: kinds of punishments administered

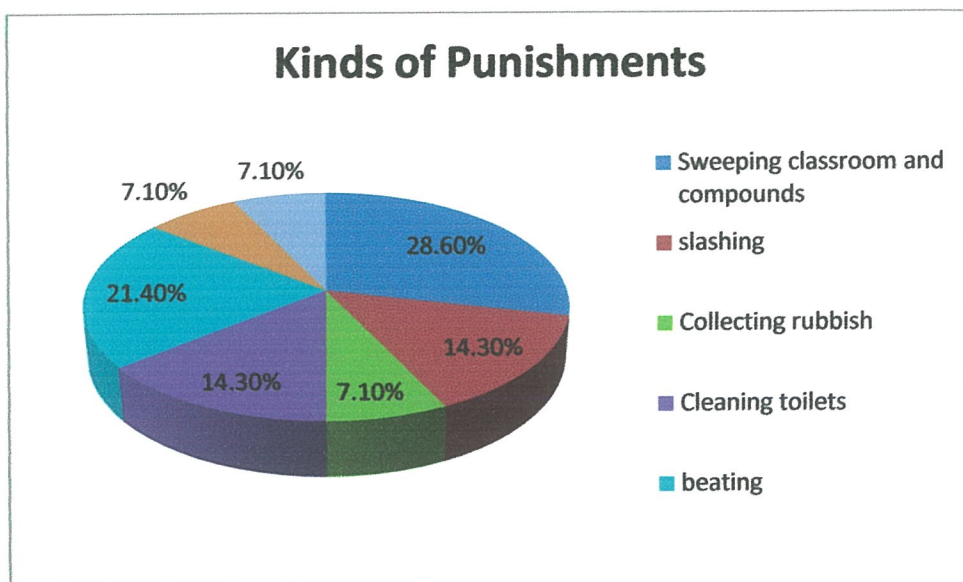


Figure 4.6: pie charts showing kinds of punishments

#### 4.7 Learners Attitudetowardsthe Punishments Given to Them

Learners should have their opinions about the punishments given to them do they like them or not.so out of fourteen learners only six of them marked(YES) meaning that they like the punishments given to them while eight people out of fourteen do not like the punishments given to them hence marked (NO) in the questionnaire. When we analyses the data in to percentage they are fourty three percent of the learners like the punishments given to them while fifty seven percent of the learners like the punishments given to them when they fail to speak in English.

Item	Frequency	percentage
Yes	06	43%
No	08	57%
<b>Total</b>	14	100%

Table 4.7: learner attitude toward punishments

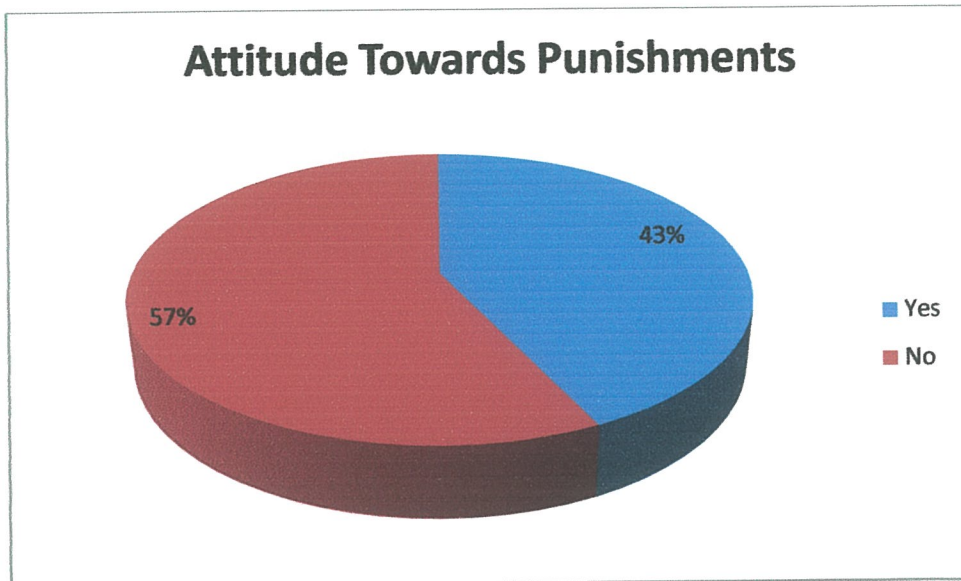


Figure 4.7: pie chart showing learner attitude towards punishments

#### 4.8 Learners Attitude towards Forced Spoken English

Here is to find out if they like English when they are forced to speak it in school. so six out of fifteen learners marked (YES) meaning that they like to speak English even if they are forced to speak it while nine out of fifteen learners marked (NO) meaning that they do not like when they are forced to speak in English in schools. When converted to percentage forty percent of the learners like when they are forced to speak in English while sixty percent of the learners do not like when they are forced to speak in English when in school.

Item	Frequency	Percentage
Yes	06	40%



No	09	60%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.8: Learner attitude towards forced spoken English

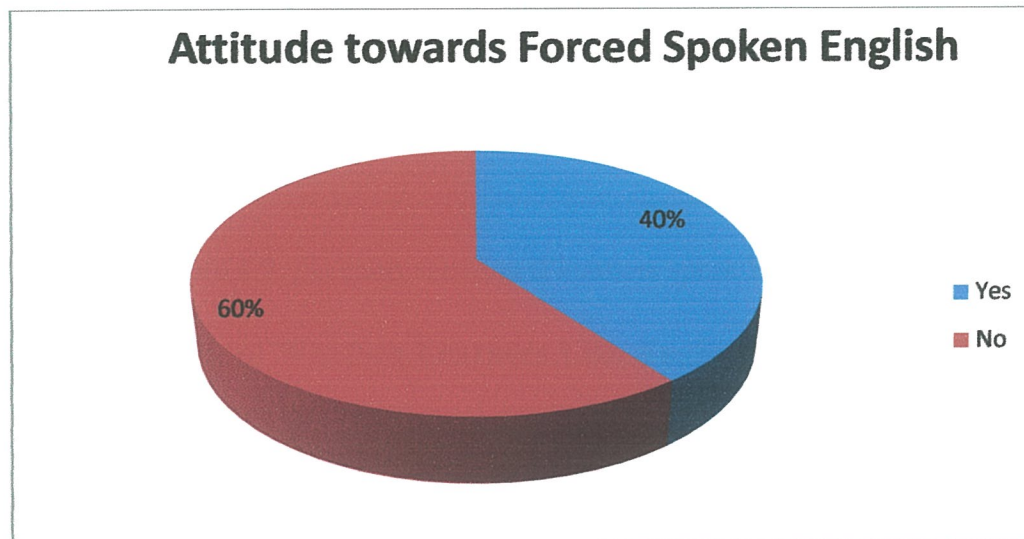


Figure 4.8: pie chart showing Learner Attitude towards Forced spoken English

#### 4.9 Do Learners Speak English After School?

Only five learners out of fifteen learners marked ( YES) meaning they speak in English after the school or when they leave the school compound and ten learners out of fifteen learners marked( NO) meaning they do not speak in English when they leave school or when they are at home.

Item	Frequency	Percentage
Yes	05	33%
No	10	67%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.9: learners speak English after school



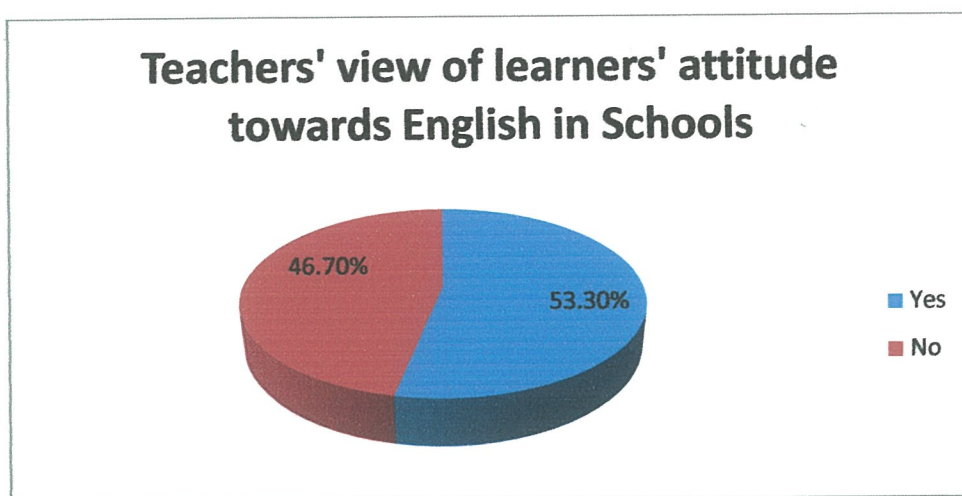


Figure 4.10: pie chart showing teachers' view of learners' attitude towards English in schools

#### 4.2.1 Should Learners Be Forced To Speak English in Schools

Here only five teachers agreed that learners should be forced to speak in English, six out of fifteen teachers strongly agreed, only one teacher disagreed and three teachers strongly disagreed that learners should be forced to speak English in schools. When the data is converted into percentage thirty three point three percent agreed, forty percent strongly agreed, six point seven percent disagreed and twenty percent strongly disagreed that learners should be forced to speak English in schools.

Item	frequency	Percentage
Agree	05	33.3%
Strongly agree	06	40%
Disagree	01	6.7%
Strongly disagree	03	20%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.11: should learners be forced to speak English in schools

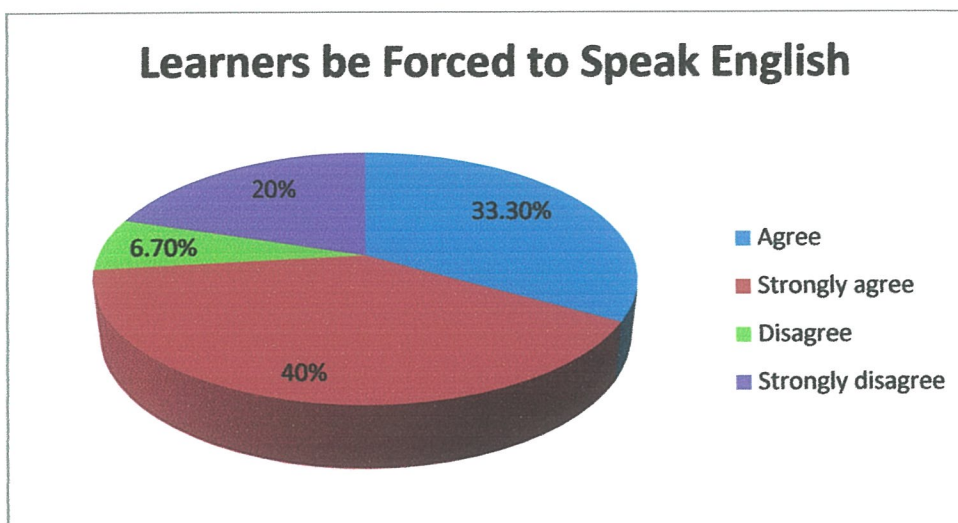


Figure 4.11: pie chart showing whether learners should be forced to speak English

#### 4.2.2 Learners like It When Forced To Speak In English

Three out of fifteen teachers agreed that learners like it when forced to speak in English, two of them strongly agrees, one out of fifteen disagrees and nine out of fifteen strongly disagrees that learners like it when forced to speak in English. In percentage form twenty percent of the teachers agreed, thirteen point three strongly agreed, seven percent disagreed and sixty percent strongly disagreed that learners like it when forced to speak in English.

Item	Frequency	Percentage
Agree	03	20%
Strongly agree	02	13.3%
Disagree	01	7%
Strongly disagree	09	60%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.12: learners like it when forced to speak English

## Learners like it when Forced to Speak English

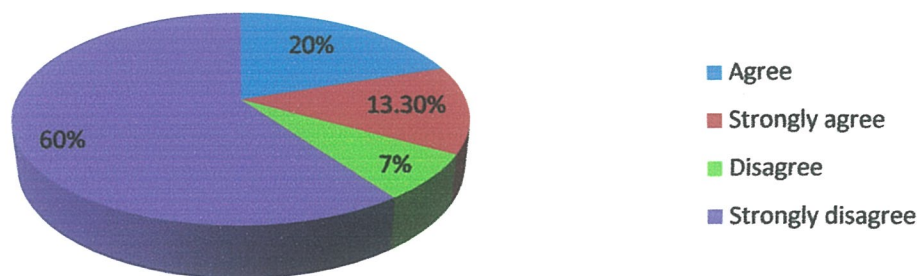


Figure 4.12: pie chart showing teachers' view of whether learners like it when forced to speak English

### 4.2.3 Punishing Learners Help Them Improve Their English

The data shows that out of fifteen teachers or correspondents only three agreed that punishing learners help them improve their English, ten teachers out of fifteen strongly agreed that punishing learners help improve their English, one out of fifteen teachers disagreed that punishing learners helps them improve their marks and one out of fifteen teachers again strongly disagreed that punishing learners help them improve their English. When put the data into percentage form twenty percent of the teachers agree, sixty six point seven percent strongly agree, six point seven percent disagree and six point seven percent strongly disagrees that punishing learners help them improve their English.

Item	Frequency	Percentage
Agree	03	20%
Strongly agree	10	66.7%
Disagree	01	6.7%
Strongly disagree	01	6.7%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.13: punishing learners helps them improve their English

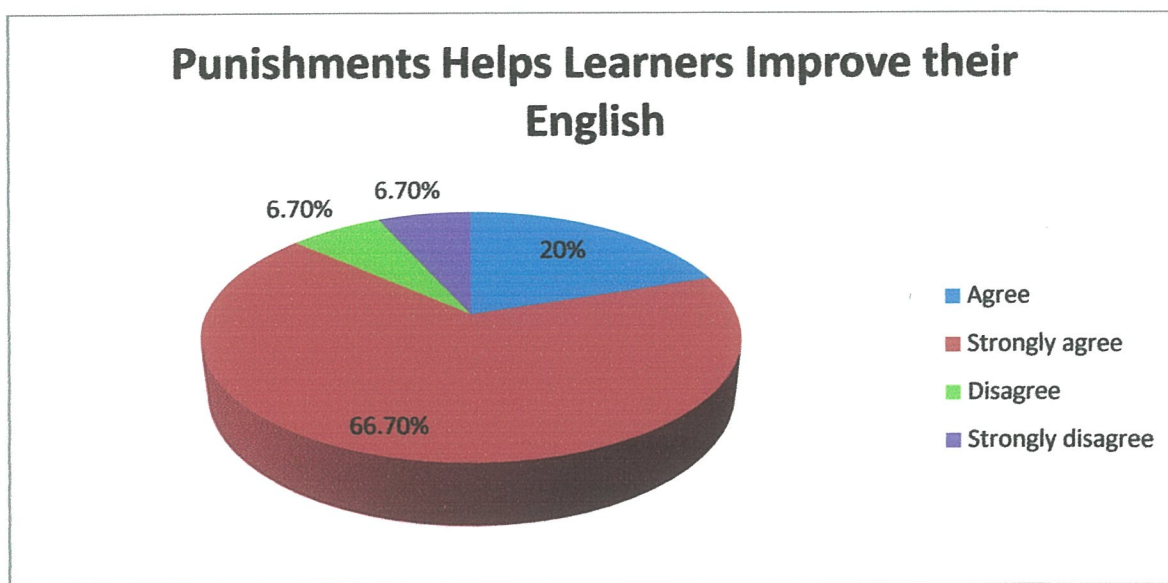


Figure 4.13: pie chart showing punishing learners helps them improve their English

#### 4.2.4 Do Learners Like The Punishments Given To Them?

In this section the teachers were supposed to give their answers if the learners like the punishments given to them. Out of fifteen teachers none marked [Yes] in the questionnaire and all the fifteen teachers marked [No] in the questionnaire meaning that the most teachers say that learners do not like the punishments given to them by their teachers. When the data is analyzed into a percentage form it presents a hundred percent of teachers say that learners do not like the punishments given to them.

Item	Frequency	percentage
Yes	00	00%
No	15	100%
<b>Total</b>	<b>15</b>	<b>100%</b>

Table 4.14: learners like the punishments given to them



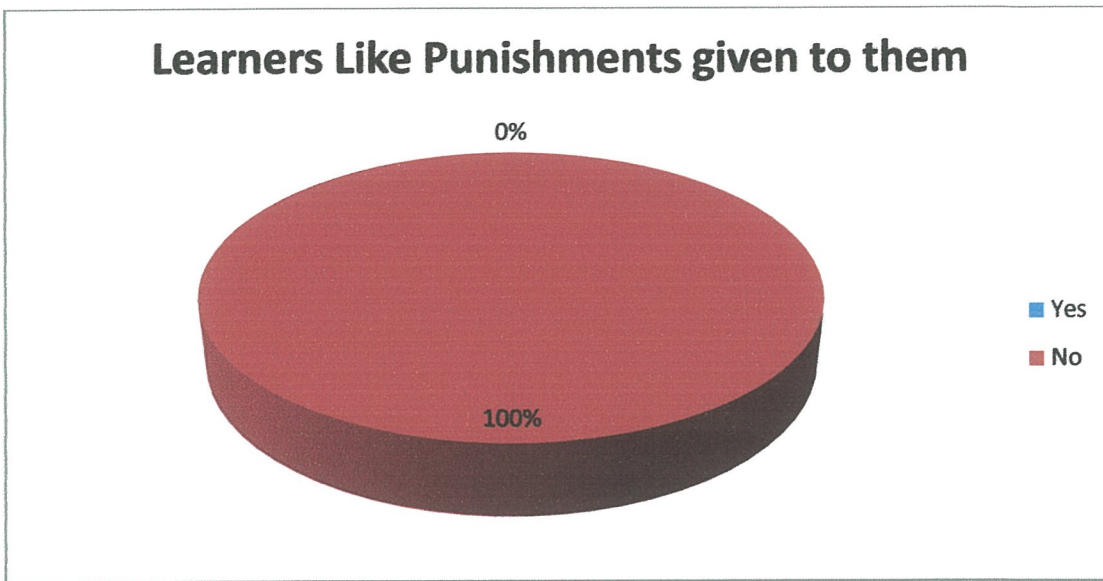


Figure 4.14: pie chart showing whether learners like the punishments given to them

## CHAPTER 5

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the main findings and makes recommendations which if taken may enhance the other ways in which can be used to make learners speak English in schools rather than forcing them, which will also help learners to have positive attitude towards English. The purpose of the study was to investigate the attitude of learners towards forced spoken English in schools in Mombasa County. The study was guided by the following research questions:

- Do the learners speak English on their own free will?
- Do learners like English when they are forced to speak it?
- Which kind of punishments are the learners given when they fail to speak in English?
- Do the learners like the punishments given to them when they fail to speak in English?
- Do the learners speak English when they are out of the school compound?

#### 5.1 Research Findings:

The analysis of the data obtained from the respondents showed that they do not speak English on their own free will, they do not like English when they are forced to speak it, they are given punishments when they fail to speak in English, the respondents also do not like the punishments given to them and finally most of them do not speak in English when they are out of the school compound.

##### 5.1.1 Learners Speaking In English on Their Own Free Will

Most of the learners showed that they do not speak English on their own free will when in school that is they are forced to speak in English because it is a rule in the school and no learner should break it. If failure to that they are punished for breaking the rule. So learners speak English only because it is a rule and it is a must to speak it.

##### 5.1.2 Attitude of Learners towards Forced Spoken English

The data shows that most of the learners do not like English especially when they are forced to speak it. Learners have negative attitude towards English, they do not like it because it is set as a

rule and learners hate school rules and as long as English is kept as a rule in schools learners do not like it. This shows that most schools keep English or forces their learners to speak in English, which makes learners have a negative attitude towards forced English, they do not like it when they are forced to speak in English when in school compound.

### **5.1.3 Kinds of Punishments Given To the Learners**

In schools learners are given different punishments when they fail to speak in English. Most of the learners showed that they are given punishments like sweeping classrooms and compounds, learners also slash grasses when they fail to speak in English, some learners showed that they are beaten by the teachers, wearing of disks, cleaning toilets, others collect rubbish and other schools tell their learners to buy English story books and brooms, and bring them to bring them to school. So those are the mostly used punishments given to the learners when they fail to speak English when in school.

### **5.1.4 Learners Attitude towards the Punishments Given To Them**

Most of the respondents or the learners showed that they do not like the punishments given to them when they fail to speak in English in schools. They have the negative attitude towards the punishments given to them and they also end up hating the language because when they hear English the first thing that comes in their minds are the punishments and pain that comes after the punishments. They must have reasons why they hate the punishments given to them although some of the respondents liked the punishments given to them because they think it will help them improve in their English in speaking and writing. According to teachers also shows learners do not like the punishments given to them.

### **5.1.5 Learners Speaking English When Out Of the School Compound**

According to the results most of the learners do not use English when communicating to each other or after anybody after school or outside school compound. Very few learners try to speak English after school, because outside school there are no rules or punishments so they speak any language they feel like and definitely not English because they have been speaking English the whole day and for the borders for the whole term.

## **5.2 Conclusion**

The language used in schools is English this is proven by both the teachers and the learners and no any other language is used for communication and this applies to all the schools in the East African regions that is Kenya, Uganda and Tanzania.

Learners are forced to speak English in schools by their teachers and failure to do that they are punished by beating, cleaning classrooms and compounds, collecting rubbish, slashing of grasses, wearing of disks, cleaning of toilets and even buying of brooms and English story books. The one used the most is the sweeping of classes and cleaning of compounds, followed by beating and the least punishment given to them is buying of the English story books and buy brooms to take them to school.

Learners do not like it when they are forced to speak in English by their teachers hence develop negative attitude towards English speaking and also English as a subject. This makes them feel like they are in a jail and when they come out of their school compounds they feel free no punishments no one to tell them to pressurize them to speak in English hence they automatically switch off to their mother tongues happily and English is forgotten until the next morning when entering the school compound.

Teachers believe that the punishments help the learners to improve on their English and when not forced they would not speak on their own free will so the punishment is there as a motivating factor for the learners to speak English and also punishments act as a way of scaring them in order to speak or is used to instill fear in learners hence speak in English when in school compound, which will make them improve English speaking and as a subject in general. Learners do not like the punishments given to them when they fail to speak in English they think it is not fair for them to be given those kinds of punishments.

## **5.3 Recommendations**

This section contains suggestions on what to be done in order to tackle the problems seen when the researcher has found out when analyzing the data, below are some of those suggestions which will help to tackle some problems which were found:



- Teachers should not force learners to speak English by punishing them, they should find other ways other than punishing the learners as a way of motivating them to speak English for example giving rewards to the learners who frequently use English to communicate in schools this should be done after every week and other learners will also want to be rewarded as the learner who uses English frequently in schools. This will improve the attitude and they will not feel like they are forced to speak English.
- The other problem is that learners only speak English when in school compound after school they use the mother tongue. This is also due to the punishments given to them and out there no punishments are given so they do not speak English so reduction of punishments in schools and classes also the teachers should talk to parents and tell them to try to speak in English, where possible, with their children when they are at home.
- The way to improve learners performance or improve on their speaking English should not be through instilling fear through punishments but the teachers should make use of the class time like making learners to read aloud in class one by one, keeping wall pockets or bags with cards which have words and learners should be reading them during free times and also creating of word games these will help to improve their performance in English.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE 1

Sample questionnaire that is going to be used to collect data from the various respondents:

*The following questions will help the researcher to find out the learners attitude towards forced spoken English in schools. The respondent is expected to give his honest opinion and absolute truth.*

Research Questions:

1. Which language do you use to speak when you an in a school compound?

.....  
.....

2. Which language are you supposed to speak when you are in the school compound?

[English] [Kiswahili] [Mother tongue] [None of the above]

3. Do you like the language which you use when you are in the school compound?

[YES] [NO]

4. Do you speak that language marked in (2) on your own free will?

[YES] [NO]

5. Do they give you punishments when you fail to speak the language that you are required use?

[YES] [NO]

6. If yes, what kind of punishments do they give you

.....  
.....  
.....

7. Do you like the punishments they give you?

.....  
.....  
.....  
.....

8. Do you like to speak that language when you are forced to speak it as a rule in your school?

[NO]

[YES]

9. Do you speak that language after school?

[NO]

[YES]

10. Give reason to your answer in the question (9) above.

.....  
.....  
.....  
.....  
.....

## APPENDIX II: QUESTIONNAIRE 2

Sample questionnaire that is going to be used to collect data from various respondents(teachers):

*The following questions will help the researcher to find out the learners attitude towards forced spoken English in schools. The respondent is expected to give his honest opinion and absolute truth.*

Research questions:

1. Which language do learners use to speak when they are in a school compound?

.....  
.....

2. Do learners like English as a language of communication in school?

[Yes]

[No]

3. What happens or what do you do to the learners if they fail to speak in English?

.....  
.....  
.....

4. Give reasons to your answer above

.....  
.....  
.....  
.....  
.....

5. Learners should be forced to speak English in schools.

[Agree]

[Strongly agree]

[Disagree]

[Strongly Disagree]

6. Learners like it when they are forced to speak in English

[Agree]

[Strongly Agree]

[Disagree]

[Strongly Disagree]

7. Punishing of learners helps them to improve English speaking

[Agree]

[Strongly Agree]

[Disagree]

[Strongly Disagree]

8. Do learners like the punishments given to them?

[Yes]

[No]

### APPENDIX III: FINANCIAL BUDGET OF THE STUDY

ITEM	COST(Ug .Sh)
Printing (proposal and report)	7,800
Typing	13,000
Binding (proposal and report)	24,000
Transport	200,000
Miscellaneous	10,000
<b>Total</b>	254,800