

**RELATIONSHIP BETWEEN LEARNERS' ATTITUDES AND ACHIEVEMENT IN
ENGLISH IN SECONDARY SCHOOLS IN EMUHAYA SUB COUNTY, KENYA**

BY

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DECLARATION

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This thesis is my original work and has not been presented to any other university for a degree.

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DEDICATION

This work is dedicated to my mother Fraciah W. ETTYANG, my sisters Pauline, Mercy, Margaret and Regina; my brothers Thomas, William Timothy and Moses; my nephews and nieces for the sacrifice and support they accorded me during the period I undertook this study. This work is also dedicated to my late father ERNEO K.K. ETTYANG whose hard work has always been an inspiration.

ABSTRACT

Poor performance in English in Secondary Schools in Kenya has been a long time problem. This acts as a hindrance for learners to join institutions of higher learning since most courses offered in these institutions require one to have passed in the subject. For the last five years, Emuhaya Sub County has been posting low mean scores in English. Between 2013 and 2017, the sub county posted an average mean score of 4.26 compared to its neighbor Hamisi with an average mean of 4.51. Studies have revealed that attitudes towards the English language can be caused by several factors but have not shown the relationship between these attitudes and students achievement in English. This study therefore intended to determine the relationship between learners' attitude and achievement in English in secondary schools in Emuhaya Sub County, Kenya. The objectives of this study were: to determine the relationship between students' attitudes towards curriculum objectives and achievement in English; to determine the relationship between students' attitudes towards learning experiences and achievement in English; to determine the relationship between students' attitudes towards teaching methods and achievement in English; to determine the relationship between students' attitudes towards evaluation and achievement in English. This study adopted correlation and survey designs. Simple random sampling was used to select the students and teachers who participated in the study. The sample consisted of 341 form four students and 20 teachers. Data was collected through teachers' and students' questionnaires, students' interview schedule and a students' score sheet. Quantitative data was analyzed through frequencies, means and percentages. Pearson's correlation was used to analyze relationships between variables. Qualitative data was analyzed for content in emergent themes. The study found out that the relationship between students' attitudes towards the English language curriculum and their achievement in terms of learning activities and methods was generally significant with Pearson's r of .67 and .64 respectively; meaning that when teachers employ more learner friendly methods and experiences in their teaching of English, learners will improve in their attitude hence better achievement. The study recommends that teachers use more of learner centered approaches in teaching. The findings of this study are significant in helping teachers change their approaches to teaching English and help curriculum developers in in-servicing teachers of English on the best methods and experiences to be employed in teaching English. In the long run, an improvement in learner achievement is to be noted.

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LIST OF ABBREVIATIONS

ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Exam Council
SGS	School of Graduate Studies

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

English is an important language that enables people to attain their personal goals such as to further studies, travel abroad, prepare for the working world and be able to access the world of ICT. The traditional view is that the younger we start to learn a second language, the better the chance of success we achieve. Linguists like Noam Chomsky argue that each child has an inborn capacity to learn a language and this is what he refers to as the Language Acquisition Device (LAD). According to Chomsky, the LAD declines with age and once a child reaches an age of about 11, the capacity goes down and thus the introduction of a new language at this age proves difficult. This therefore leads to attitude, hence poor or low achievement.

Research carried out by Ardes (2003) at the University of Basque Country indicates an overall favourable attitude towards English. The study indicates that both bilinguals and multilinguals are reluctant to be taught in English. Lennartsson, (2008) in her research in Britain and Sweden found out that certain social factors that can be considered when looking at attitude are age, gender, social class, and ethnic identity. She also notes that motivation has a major role to play while learning a second language. Therefore, the more motivated students are the more and better they will learn. On the other hand, Lennartsson states that according to teachers, learners must be interested in learning second languages; otherwise it is pointless since they will not develop.

According to Vo (2017), most students are aware of the importance of English in their studies and in future career development. This is because it is an important and useful tool in modern society, in education and also in scientific research. Gömleksiz, (2010) adds that the role of

the teacher is an important factor to develop positive attitudes towards learning English. The teachers should therefore provide a more active, free learning environment for their students. Poor attitudes towards learning English prevent students from participating in classroom activities actively. It is therefore important to understand how negative attitudes to learning English can be avoided to develop students' interests, self confidence and positive attitude towards learning English. To do that, teachers should be aware of the factors affecting students negatively and should take the needs of the students into consideration.

In education in Kenya, English is used as a medium of instruction at all levels of the school system. Thus, a good mastery of the language is key to any academic achievement in Kenya. English as taught in schools covers all aspects and skills required of the language including listening and speaking, grammar, writing and reading. By the end of the schooling session, learners are expected to use all these skills learnt to communicate effectively in their daily activities. In most situations, the learning of English is greatly hindered by the attitudes these learners develop towards the language. This has led to studies being conducted (Abu-Melhim 2009; Bidin 2009; Karahan 2007) to find out the reasons for the negative attitudes English language learners adopt, leading to poor achievement.

Karahan (2007) and Tsuda (2001) have revealed that there is a significant relationship between various factors and learners attitudes towards the English language curriculum. Where languages are concerned, attitudes to a language could be described as positive, negative or indifferent. Attitude towards a language depends heavily on its status and prestige. Such prestige results from its symbolic or utilitarian value. Gardner (1985) suggests that learning a foreign language is a true social psychological experiment. Agreement is generalized when it is stated that attitude, together with other aspects like motivation,

personality, among others, affect the level of proficiency achieved by learners, although the way these affect vary from situation to situation. Gardner also suggests that attitudes are one of several components of affective variables of language learning.

When learners embark on the study of a second language, they are not merely empty vessels that will need to be filled by the wise words of the teacher. Instead, they carry a considerable personal language course that will have a significant bearing on how learning proceeds (Ogidefa 2010). He goes on to note that what experts refer to as individual differences in the learners can create attitude in them.

Nyamubi (2016) states that the attitude towards the English language is an essential factor in the overall process of learning. This is in relation to Tanzanian students who he found out have very strong positive attitudes towards the English language because it is the basis for further studies and it provides them with an opportunity to communicate with other people inside and outside the country. He further states that students are very interested in learning English and that they like the language as it could help them learn other subjects better. Thus, despite the fact that Kiswahili is their national language, very few students would like the language to be adopted as a medium of instruction in secondary schools.

In Kenya, English is a significant language and it serves various functions including instrumental, interpersonal and regulative functions. Although attitudes towards the English language vary, there is general consensus that English is a useful language in terms of bringing about social mobility (Michieka 2002). He also adds that Kenyans' linguistic repertoire falls into various categories. Some Kenyans are monolingual, speaking only their mother tongues while others are bilinguals and multilinguals. The language use patterns in urban areas differ from those in rural areas (Michieka 2002). With the different ethnic groups

and the international population coming together, there is a stronger need for a lingua franca, and most people strive to achieve multilingualism. It is mainly in these urban areas that English is used. This is a very vital factor to this study as the focus will mainly be in the rural areas where English is less often used. Due to this, learners in such areas may develop a negative attitude towards the language hence the achievement is low.

Crystal (1997) asserts that for some time, Kenyans have been known to have a hostile attitude towards the English language. Soon after independence, many people had sentiments about the continued use of the colonialist's language. Jomo Kenyatta, Kenya's first president made the following statement, "The basis of any independent government is a national language and we can no longer continue aping our colonizers" (Crystal 1997). This statement led to the declaration of Kiswahili as the national language. Ngugi wa Thiong'o is another Kenyan personality who amplifies the attitude towards the English language. Ngugi began writing in the English language but has now switched to the use of his native Kikuyu language. In his book *Decolonizing the Mind* (1986), he says that language should help us understand ourselves, and English in Africa is a 'cultural bomb' that continues a process of erasing memories of pre colonial cultures and history and is a way of installing dominance of new, more insidious forms of colonialism. This may be a reason why some Kenyans may have a negative attitude towards the English language. Despite this, it is still important to note that English plays a key role and holds a prestigious position in Kenya. Learners need to understand the important and special role English language plays both at local and international levels. Good achievement is therefore vital for career development. Each learner must achieve this at the secondary school in order to pursue his/her career.

Low achievement in English by learners from this region has been a major concern to stakeholders in Emuhaya Sub-County. A look at the performance in the sub county from 2013 to 2017 in KCSE reveals a problem. According to the Emuhaya Sub County Education Committee, in the English exam, the mean score for Emuhaya in 2013 was 4.22. in 2014 the mean score was 5.34, in 2015 it was 5.08, in 2016 it was 3.27 while in 2017 it was 3.34. This shows that Emuhaya Sub-county is not doing well in terms of performance in English as the results of the last five years clearly show. This can be due to a number of factors like parental factors, teacher factors and multilingualism, but a negative attitude towards the language could have been a major reason for this. By picking Emuhaya, it would therefore be interesting to find out the relationship between learners' attitude and their achievement in English. The focus is on the learners' attitudes toward objectives, learning experiences, methods and achievement in English in relation to their achievement.

Several studies have been conducted to find out the reason for this kind of attitude in learners in various parts of the world. They generally look at the curriculum, parental and learner background factors. This research, however, looked at the relationship between attitude and performance in terms of objectives, learning experiences, methods and achievement and the English language curriculum.

1.2 Statement of the Problem

Low achievement in English by learners from this region has been a major concern to stakeholders in Emuhaya Sub-county. A look at the performance from 2013 to 2017 in KCSE reveals a problem. The table below shows the mean scores for English the sub counties in Vihiga county between 2013 and 2017.

Table 1.1 Mean scores for English

	2013	2014	2015	2016	2017	AV
Hamisi	4.88	5.58	5.40	3.60	3.12	4.51
Emuhaya	4.22	5.34	5.08	3.61	3.34	4.26
Vihiga	4.34	5.52	4.98	3.68	3.41	4.38
Sabatia	4.62	5.32	5.14	3.72	3.61	4.48

This revealed a problem in the Sub-county as the difference between Emuhaya and the neighboring Sub-counties was significant. This could be due to a number of factors but a negative attitude towards the language had been thought to be a major reason for this.

1.3 Purpose of the study

The purpose of this study was to determine the relationship between learners' attitude towards the English subject and achievement in English in exams in Emuhaya Sub County.

1.4 Objectives of the study

To guide the study, the following objectives were formulated:

- i. To determine the relationship between students' attitudes towards the secondary school English language objectives and their achievement in English
- ii. To determine the relationship between students' attitudes towards the secondary school English language learning experiences and their achievement in English
- iii. To determine the relationship between students' attitudes towards the secondary school English language teaching methods and their achievement in English

- iv. To determine the relationship between students' attitudes towards the secondary school English language evaluation and their achievement in English.

1.5 Research Questions

This research aimed at seeking solutions to the following questions:

- i. What is the relationship between students' attitudes towards the secondary school English curriculum objectives and their achievement in English?
- ii. What is the relationship between students' attitudes towards the secondary school English curriculum learning experiences and their achievement in English?
- iii. What is the relationship between students' attitudes towards the secondary school English curriculum teaching methods and their achievement in English?
- iv. What is the relationship between students' attitudes towards the secondary school English curriculum evaluation and their achievement in English?

1.6 Conceptual framework

The independent variable in this study was the English Curriculum in terms of objectives, teaching/learning experiences, teaching/learning methods and evaluation. The English language achievement is the dependent variable while the class size and the teacher factor were the intervening variables. In the process of instruction, the learners may develop different attitudes, either negative or positive towards the English language objectives, teaching/learning activities, teaching/learning methods and evaluation. This therefore affects the learners' achievement either negatively or positively. On the basis of this conceptual

framework, this study examined the relationship between the learners' attitude towards English and their achievement in the subject.

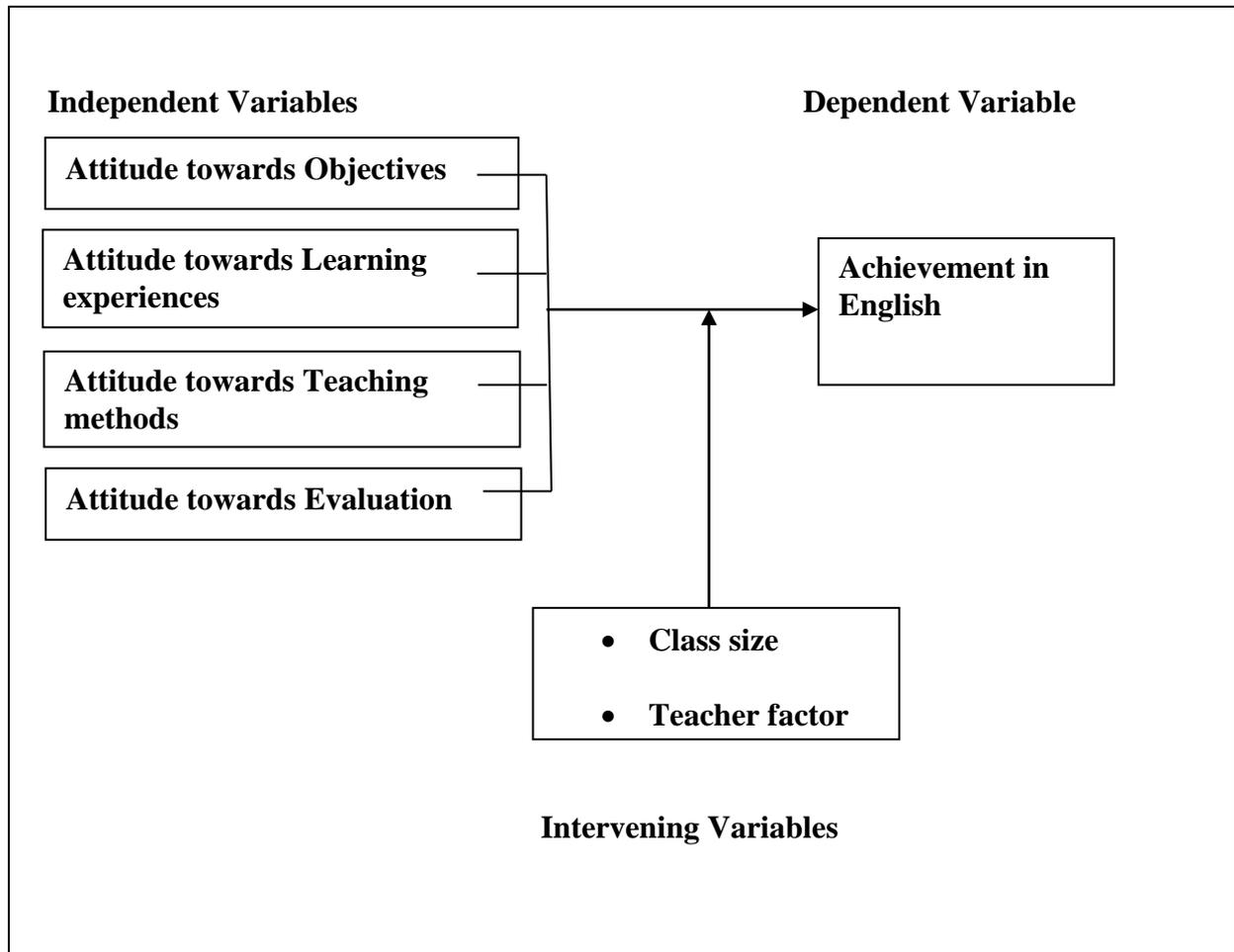


Fig. 1 Conceptual framework showing the relationship among the variables

1.7 Significance of the study

The study sought to establish the relationship between learners' attitude towards the English Language Curriculum and achievement. This would enable proper guidelines to be given to students by their teachers through the study findings on change of attitude and the importance of the English language in Kenya. Knowledge generated from the study is important in enabling stakeholders in the education sector and curriculum developers to in-service teachers on best methods and experiences to employ while teaching English hence improvement in learner achievement.

1.8 Assumptions of the study

This study assumed the following:

- i. That students selected for the study had already formed stable attitudes towards English and would therefore respond to the research questions honestly.
- ii. That the Kenyan secondary school English syllabus had been adhered to in instruction.

1.9 Scope of the study

This study was delimited to the schools in Emuhaya Sub-county. It also only looked at the attitudes of students towards English curriculum and the effects of these attitudes towards learners' achievements. Therefore, the results obtained were generalized to reflect all schools in Emuhaya Sub-county, Kenya. Only form four students participated in this study because they had stayed in school longer and were likely to have many well-formed attitudes as compared to their counterparts.

1.10 Limitations of the study

A limitation occurred in the sense that only four students were investigated since investigating all the students would have brought a lot of financial constraints. There was also a limitation on time to submit and receive questionnaires. This was solved by liaising with teachers from the schools to administer the questionnaires and call when they were ready.

1.11 Definition of Key Terms

Attitude was used to refer to the affective reactions to any aspect of the class and could be assessed in terms of class atmosphere, the quality of the materials, availability of the materials, the curriculum, the teacher, and so on.

Learner Attitude here was used to refer to the inclinations a learner has towards the subject – English.

Objectives of teaching/learning English referred to the statement of reasons as to why English is studied in schools.

Learning experiences was used to refer to all the activities, that the teacher engages the learner in during the process of learning. For example questioning and answering, role playing, dramatization among others

Teaching/learning methods was used to refer to the strategies and approaches employed by teachers during the teaching/learning process

Evaluation was used to refer to ways of finding out whether objectives have been achieved by subjecting learners to a series of tests.

English Curriculum was used to refer to all activities inside and outside the classroom that are to do with the subject English.

Achievement was used to refer to students' scores in English KCSE

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Relationship between learners' attitudes towards the secondary school English curriculum objectives and achievement

There are four major skills taught in English in Kenyan secondary schools. These skills are: the listening and speaking skills, the grammar skills, reading skills and writing skills. It is from these four skills that the general objectives of teaching English in Kenyan school are coined. According to the secondary school syllabus, Republic of Kenya (2002), the following are the objectives of teaching English in secondary schools in Kenya.

At the end of the course, the learner should be able to: Listen attentively for comprehension and respond appropriately; Use listening skills to infer and interpret meaning correctly from spoken discourse; Listen and process information from a variety of sources; Speak accurately, fluently, confidently and appropriately in a variety of contexts; Use non-verbal cues effectively in speaking; Read fluently and efficiently; Appreciate the importance of reading for a variety of purposes; Develop a lifelong interest in reading on a wide range of subjects; Read and comprehend literary and non-literary materials; Read and analyze literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experiences in these works; Appreciate and respect own as well as other people's culture; Make an efficient use of a range of sources of information including libraries, dictionaries, encyclopedias and the internet; Use correct spelling, punctuation and paragraphing; Use a variety of sentence structures and vocabulary correctly; Communicate appropriately in functional and creative writing; Write neatly, legibly and effectively; Use correct grammatical and idiomatic forms of English; Think creatively and critically; Appreciate the special way literary writers use language; Appreciate the universal human values contained in

literary works. These objectives spell out the competencies required of learners at the end of secondary education. This means that objectives set out the required standards of English at the end of secondary education. KCSE is expected to measure whether the learners have reached the required standards or not.

Sharma (2010) states that nowadays English has a special predominant role in the communicative sphere of the world. It has a special identity in the field of education. Therefore, before a teacher starts teaching English, he/she is required to fix up his/her aims and objectives. This makes the teacher efficient. When learners embark on the study of a second language, they are not merely empty vessels that will need to be filled by the wise words of the teacher. Instead, they carry a considerable personal language course that will have a significant bearing on how learning proceeds (Ogidefa 2010). He goes on to note that what experts refer to as individual differences in the learners can create attitude in them.

The traditional view is that the younger we start to learn a second language, the better the chance of success we achieve. Linguists like Noam Chomsky argue that each child has an inborn capacity to learn a language and this is what he refers to as the Language Acquisition Device (LAD). According to Chomsky, the LAD declines with age and once a child reaches an age of about 11, the capacity goes down and thus the introduction of a new language at this age proves difficult. Research carried out by Ardes (2003) at the University of Basque Country indicates an overall favourable attitude towards English. The study indicates that both bilinguals and multilinguals are reluctant to be taught in English. Lennartsson, F (2008) in her research in Britain and Sweden found out that certain social factors that can be considered when looking at attitude are age, gender, social class, and ethnic identity. She also notes that motivation has a major role to play while learning a second language. Therefore,

the more motivated students are the more and better they will learn. On the other hand, Lennartsson states that according to teachers, learners must be interested in learning second languages; otherwise it is pointless since they will not develop. Walqui (2000) states that little emphasis is given to contextual factors that affect learning of a second language. Such factors can be individual, social and societal. These factors can be considered from the perspective of the language, learner and learning process. The learners' level of proficiency in the native language affects acquisition of a second language. Learners' prior knowledge of the second language is also a significant factor in their current learning. Learners come from diverse backgrounds and have diverse needs and goals. With adolescent language learners, factors such as peer pressure, presence of role models and level of home support can strongly affect the desire and ability to learn a second language. A basic educational principle is that new learning should be based on prior experiences and existing skills (Walqui 2000). Learners' goals may determine how they use language being learned, how native-like their pronunciation will be, how lexically elaborate and grammatically accurate their utterances will be and how much energy they will expend to understand messages in the target language.

According to Abbas, students feel that they can develop their listening fluency and become more accurate comprehenders of English if they receive good listening practice by use of various types of extended discourse including a wide variety of available materials most of which could be online material. Good learning and teaching strategies are also essential to guarantee the success of this practice. Toomnan and Intaraprasert (2015) also note that students with positive attitudes towards speaking English reported greater use of communication strategies than did those with negative attitudes towards speaking English. It is therefore advised that teachers stimulate and encourage the students especially those who hold negative attitudes.

In addition, Alonso and De Junio in their study on importance of teaching listening and speaking skills note that listening and speaking are complex skills that need to be developed consciously. They can best be developed with practice in classroom through activities which promote interaction between students. The study showed that it is easier to obtain students' participation and motivation when the suggested materials are entertaining, original and surprising. The key is to motivate and change their negative attitudes towards English by giving students a chance to speak about interesting topics which can be easy for them and for their level. Abu-Melhim (2009), in his research on Jordanian students reveals that attitude towards the English language is due to several factors. Many students are reported to have enjoyed learning English, while others develop negative attitudes towards learning English due to specific aspects about their teachers, the lessons and being laughed at because of their English. In addition, other students disliked the overall difficulty of English, mainly speaking and listening skills. On teacher aspects, it is important to note that a positive attitude towards the teacher may make students more at ease and relaxed. In Papua New Guinea, studies conducted suggests that attitudes towards language, English, cannot be viewed as stable, but are strongly responsive to contextual conditions (Buschenhofen 1998). In Nigeria, it is noted that attitude towards the status and use of the English language is ambivalent. This incompatibility in the attitude is due to the close affinity a language shares with language and culture.

Baş (2012) notes that attitude levels of high school students towards reading were found out to be in a moderate direction, though they showed a significant difference according to the gender variable in favor of female students. In addition, most of the students spend their time not reading books but on solving problems in tests in order to better practice for the

examinations in their last year. The study also found out that attitudes of high school students towards English differed significantly in relation to the father's and mother's education level in favour of students whose parents had high school and/or graduate level of education. A research by Tsuda (2001) on attitudes towards English language learning in higher education in Japan revealed that students felt that English will not be necessary in their lives. Others said that they did not like studying English mainly because it is difficult and they have never enjoyed studying grammar. They also felt that they study it only for examination. Generally, majority of the students who took part in this study do not like studying English because they have not had much feeling of success in their learning experience. In these mentioned studies is noteworthy that even though the aspect of students' attitudes has been studied, the relationship between these attitudes and the achievement in English has not been explored, a gap this study hopes to fill.

2.2 Relationship between learners' attitudes towards the secondary school English language Learning Experiences and achievement

The activities that the teacher engages the learner in the process of learning are quite important in attitude formation. Some of these experiences according to then Kenya English language syllabus are: discussing, questioning and answering, explaining, note taking and making, role playing, storytelling, dramatization, analyzing comprehensions, oral presentations and debating among others. The teachers and learners play a huge role in ensuring that these experiences work for them. Development of a negative attitude towards any of these experiences in the learner will consequently lead to an attitude towards the English curriculum and hence low achievement. The teacher should therefore strive to ensure that this does not happen.

Teachers are quite important in shaping learners in all aspects. This is because they aid the students in classroom learning. A negative attitude towards the teacher will in turn create a negative attitude towards the subject in the learner. Kioko and Muthwii (2001) note that the challenges facing English language education in Kenya start from the colonial period. These challenges include, who were qualified to teach, that is the teacher. It is important to note that most if not all teachers of English are not native speakers of the English language.

During the colonial period, teachers of English were mainly native English speakers. Standards of English could still be improved because the learners were few, the teaching of the language was controlled and the motivation to learn the 'English of the English' was very high. At the present moment, conditions have greatly changed. The fact that the language teacher is a non native speaker who has been taught and trained by non native speakers of English makes the task of teaching the standard English especially speech skills a very difficult one. An example of an especially difficult task to teach is pronunciation as the Kenyan teachers are likely to have different accents and speech patterns depending on their ethnic background. This therefore makes teachers leave pronunciation tasks out of their lessons, much to the disadvantage of the learners. This will in turn lead to falling standards of the English language hence all the blame goes to the teacher (Kioko and Muthwii 2001). Consequently, the teacher factor creates an attitude in the learner towards the whole curriculum.

A study conducted by Narayan, Rajasekaran and Iyyapan (2008) shows that attitude is an important affective factor in learning a second language. The successful acquisition of a second language seems to some extent, contingent upon learners' views of the language learning environment, the learning situation and how they view the target language and its

speakers. This together with other variable factors such as the desire to learn and past experience with learning a new skill may affect or significantly contribute to language learning outcomes. Al-Jamal(2007) also states that learners experience joy and a feeling of enjoyment and interest when they find out that they have communicated well or learnt new things by using the English language. But when they experience difficulty in using the English language, they tend to get bored and switch to using languages they are comfortable with. It is therefore important for the teacher of English to switch to experiences that can be of interest to the learners. In her article “Interesting Activities for Teaching English Literature in the ESL Classroom”, Kate Bradley states that teaching can be fun and interesting. She further states that alien cultural references, unknown idioms and strange vocabulary make teaching English Literature very challenging. However, engaging in creativity, imagination and a good attitude will make both the students and the teachers find success in the lessons.

From the above studies, it is evident that much focus is put on the effect of these activities on the ongoing lesson especially in relation to the teacher, but not on how these activities relate to the achievement of the learner in the long run; a gap this study hoped to fill.

2.3 Relationship between Learners’ attitudes towards the secondary school English language Teaching/Learning methods and achievement

Language education may take place as a general school subject. Several methods of teaching a language, in this case English, have been identified. Some of these methods have fallen into relative obscurity, while some are widely used. Others have a small following but still offer useful insights. Some of these methods include: the grammar translation method, the direct method, the series method, variation of direct method, the oral approach/situational language teaching, the audio-lingual method, and communicative language teaching among others.

Gathumbi and Masembe (2005) state that on the choice of methods to teach, compromise is often the best approach. A mixture of teaching methods is often advised. This is known as eclectic approach. These methods normally depend on the nature of the learners, the resources available, facilities at the teacher's disposal and the time allocated to teach the subject. A lack of resources and facilities will lead to problems in teaching the language hence an attitude towards the language. Abidin, Pour-Mohammadi and Alzwari (2012) state that the type and degree of attitude held by students toward the learning of the English language is not affected by the teacher's activity but by teaching methods and learning atmosphere the teacher creates for his/her students. They also add that since attitudes can be modified by experience, effective language teaching strategies can encourage students to be more positive towards the language they are learning. Therefore, the role of the teacher in this regard is immense and can influence students' ability to learn a second language by creating a positive attitude toward the target language. A study by Ler (2010) notes that the language of instruction should strictly be English if low proficiency in the language is to be dealt with. The study reveals that in the colonial times in Malaysia when English was the only medium of instruction, the command of English was higher.

Most members of the language teaching profession realize that their learners' learning potential increases when attitudes are positive and motivation runs high. Learners' ability to learn a second language can be influenced by their attitudes towards the target language, the target language speakers and their culture, the social value of learning the second language and also the learners' attitudes towards themselves as members of their own culture (Ashton & Selma). In addition, teachers of English should recognize that all learners possess negative and positive attitudes in varying degrees and that negative ones can be changed by thoughtful instructional methods such as using material and activities that help learners achieve an

understanding and appreciation of the foreign culture. Attitudes govern how one approaches learning which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language.

In this computer age, language resources become necessary and inevitable for the successful classroom management and effective interaction. Therefore, every school should have a resource center for teaching, learning and self-learning. A resource center must have many teaching-learning materials. It includes a language lab, a library and a variety of audio and video materials. Newspapers can also play an important role in the classroom. The students are motivated to develop the reading skill. Therefore, the teacher must judiciously use newspaper activities very carefully.

Lynch (2006) states that without the use of technology in teaching English, the lessons can be boring. Due to use of one resource in teaching English throughout, learners tend to have a poor attention span and this can lead to a poor attitude towards the subject. The lessons should therefore be enhanced by use of technological aspects such as TVs, DVDs, radios, and computers and so on. Teaching aids reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning. When these materials are used in an interrelated way they make learning permanent. They provide for a great variety of methods. They bring the outside world into the classroom and make teachers teach efficiently. Teaching aids supplement the teacher but they do not supplant him. While using teaching aids the teacher should be clear about the objects of instruction and thus make the right use of the right material at the right place and time (Mohan 2012).

Teaching aids are advantageous to teaching in that if they are used effectively, they add interest in learners and make them participate fully in classroom activities. They also make learning permanent and reduce verbalism. Teaching aids also help develop greater understanding in learners and stimulate self activity. They also help teachers teach effectively and efficiently and bring the world into the classroom among other advantages. A variety of teaching aids can be used and can be visual aids like pictures, photographs and flashcards; audio aids like radios, tape recorders, CDs and players; audio-visual aids like picture projectors, TVs and projectors and activity aids like demonstrations, programme instruction, Computer Assisted Learning and so on. When all these items and more are used to create variety in an English language classroom, learning will be enjoyable and learners will perform better in English language exams.

The above mentioned studies only reveal the advantages of various teaching strategies over others but have not explored the relationship between the use of these teaching methods and achievement of learners in secondary schools, a gap this study hoped to fill.

2.4 Relationship between Learners' attitudes towards the secondary school English language Evaluation and achievement

This is an invaluable component in language teaching and learning. It is a way by which the teacher can tell whether the learners have mastered specific skills or not. It is therefore a way by which the teacher can tell whether the set objectives have been achieved. The secondary schools English syllabus KIE (2002) states that evaluation can be done in a number of ways. First, there is immediate assessment that lays emphasis on meaningful and supportive feedback in the assessment of the learners' work. This is done in class through the various exercises given after teaching and learning of the various skills is done. Yang (2010) states

that the longer students have learned English, the more likely they are to have positive attitudes towards English. In addition, when learners are aware of the importance and usefulness of English, e.g. its usefulness in international communication and educational/career advancements, they develop positive attitudes towards it. It is therefore important for teachers of English in every set up to emphasize the importance of learning English.

After the learner is done with the four-year course, evaluation is organized such that all the skills learnt are tested in three papers. The first tests on functional writing skills, cloze tests and oral skills. The second tests on learners' reading comprehension abilities, where passages, literary texts, poems and oral narratives are tested. It also tests on the grammar ability of the learner. The third paper tests on the learners' ability to write. The learners are supposed to be able to write creatively and imaginatively, and also write essays based on the literary set texts they have read. Therefore, a negative attitude towards any of the evaluation techniques applied to the learners will lead to poor achievement in the learners.

Kulprasit (2016) in her study on students' attitudes towards authentic and formative assessment found that learners had positive attitude toward writing rubric since they appreciated its values. That is, it played a significant role in the writing process as an effective assessment tool and a useful source of feedback to improve the writing of English in terms of both their writing performance and writing products. Umar (2018) in his study on the impact of assessment for learning on students' achievement in English for specific purposes found out that students' attitudes towards this method of assessment was positive. The students acknowledged that this kind of assessment has encouraged them to improve their performance in English and allowed them more time and freedom to learn better and

become more responsible for their own learning. The students also believed that this type of assessment has helped them overcome examination anxiety and tension.

Evaluation of learners is looked at in terms of formative and summative assessment. Formative assessment is aimed at aiding learning by generating feedback information that benefits students during the learning process and leads to enhanced learning outcomes. Evans, Zeun and Stanier(2013) state that presenting formative assessment using temporal journey format encourages continuous and staged approach to learning rather than an intense period of study prior to summative assessment. Wiliam (2013) further notes that formative assessment has been pointed out as one of the most powerful ways of improving student achievement.

On the other hand, according to the edglossary.org, summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program or school year. In secondary schools in Kenya, this happens to a learner at the end of four years. The Center for Education Innovation also notes that summative evaluation is conducted by a central unit using standardized procedures to ensure compatibility of the evaluation results across the board, for instance, all schools in the country. In Kenyan secondary schools, this central unit is the Kenya National Examination Council (KNEC).

These studies have focused on formative assessment and its advantages. This study however, looked at summative evaluation that has not been studied much in relation to the learners' attitudes and their achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

Correlation and survey research designs were used. Correlation and survey research are research techniques that help in showing how strongly different variables are related. Correlation design enables an assessment of relationships that exist between two or more variables. Survey on the other hand involves collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Tromp 2006). The results come from opinions or answers from selected respondents who represent the population of interest or occasionally from the entire population. Similar information is also collected from every respondent. The English curriculum in terms of objectives, learning activities, teaching/learning methods and evaluation acted as the independent variables and achievement acted as the dependent variable. This was measured through the study of learners' attitudes. Questionnaires had questions that were identical for every respondent to avoid/minimize variations in responses enabling the researcher to capture the general view of students.

3.2 Study Area

The study was carried out in the larger Emuhaya Sub-county of Western Region in Kenya. It lies 0° South, 0° North, 34° West and 34° East of the equator. It was divided into two administrative divisions, Emuhaya and Luanda Divisions, which are now sub-counties. It covers an area of 173 km² and with a population of 161,712 according to the National Population Census of 1999 and this translates to 935 people per square kilometer. This is

therefore one of the highly populated regions in Kenya. The Sub county also has very high poverty levels, which stand at 57.6% (Republic of Kenya 2002) with about 52.3% of the households living below the poverty line. The agricultural sector helps in stimulating growth in this region hence helping in reducing the poverty levels. The total acreage under food crops in this region is about 5000 hectares, with maize, beans and potatoes being the main food crops. Tea is the major cash crop being produced in this region. This Sub-county was chosen because of the notable low mean scores it has been attaining from 2013 to 2017. In 2013 the mean score was 4.22; in 2014 it was 5.34; in 2015 it was 5.08; in 2016 it was 3.61 and in 2017 it was 3.34.

3.3 Study Population

The target population for this study comprised of 61 teachers of English and 2952 form four students from 36 schools in Emuhaya Sub-county. Form fours were used because they are the ones who have stayed in school longer and have developed different attitudes in different subjects.

3.4 Sample and Sampling Technique

Simple random sampling was used to select the students and the teachers who participated in the study. A simple random sample is one in which each and every member of the population has an equal and independent chance of being selected. (Fraenkel and Wallen 2000). It is the most desirable and is extremely important for reliability and validity of data. It is reliable since it gives all the individuals in the population an equal chance to be selected (Moore and McCabe 2006). This sampling was done according to the Kjerchie and Morgan (1970) table to select the 341 students representing 12% of the study population. A total of 20 teachers participated in the study, representing 33% of the population.

Table 3.1: Sample frame

Category	Total population	Number selected	%
Teachers	61	20	33%
Students	2952	341	12%

3.5 Research Instruments

The research instruments used to collect the data in this research were questionnaires and an interview schedule. A score sheet was also used to get students' scores in English.

3.5.1 Students' Questionnaires

The questionnaire for students was used to gather information on their attitude towards the English language curriculum. Kombo and Tromp (2006) note that questionnaires are easily and quickly quantified through programmes like SPSS and can be analyzed more scientifically and objectively than other forms of research tools. The questionnaire was also used to gather information about the background of the students. The questionnaire majorly contained closed ended questions to facilitate consistency of certain data across respondents. The questionnaire covered the areas of objectives of learning English, learning experiences, teaching/learning methods and evaluation in relation to the students' attitudes towards the English language curriculum. An attitude scale made up of a five point Likert-type format was also constructed to be responded to by the selected students in Emuhaya Sub county. The questionnaire was adapted to suit this study from Abidin et al (2012) and Noursi (2013). The students' questionnaire is attached as Appendix A.

3.5.2 Students' Score Sheet

The students' score sheet aided in collecting information on students' scores from documents that are relevant such as mark books, internal exams analysis tables and KCSE analysis table with a view of obtaining information on how attitude impacts on achievement of selected students. The students' score sheet is attached as Appendix B.

3.5.3 Teachers' Questionnaire

This was used to collect information on the background of teachers of English, their knowledge of the research problem, their views and attitudes towards the study. It contained items on students' attitudes towards the English language and the factors that strongly contribute to these attitudes. The teachers' questionnaire is attached as appendix C.

3.5.4 Students' interview schedule

This was used to gather information on how certain factors affect their attitude towards English. Its main purpose was to support information gathered through the students' questionnaire.

3.6 Validity

The validity of a test is a measure of how well the test measures what it is supposed to measure (Kombo and Tromp 2006). To ensure content validity, experts from the Educational Communication Technology and Curriculum Studies Department of Maseno University scrutinized the instruments. From the recommendations of these experts, improvements and revisions on the instruments were made before they were used on the field. It was necessary for a number of people to analyze the instruments to improve on their validity.

3.7 Reliability

Reliability is a measure of how consistent the results from a test are. Therefore, a test or a scale is reliable if the test is administered to a subject and on second administration a score similar to what was achieved in the first is yielded (Kombo and Tromp 2006). To determine reliability, a test retest method was used to establish whether the responses given first corresponded to those given the second time. The questionnaires were administered to the same students used in the pilot study within an interval of two weeks. The Pearson Product Moment Correlation coefficient (r) between the two sets of scores of the responses from the questionnaires administered on the two different occasions was used to calculate the reliability coefficient. A positive r implies that the instrument is reliable. An r of zero shows that there is no correlation and this implies that the instrument should be modified or the items changed. If it is negative it implies that there is a negative correlation. For this study the r value was 0.7 and this was considered reliable.

3.8 Data Collecting Procedures

Permission was sought from the National Commission for Science Technology and Innovation, School of Graduate Studies, Maseno University. Once permission was granted, the researcher personally visited the sample schools to collect the data. Permission was sought from Principals of the schools before the study was undertaken. In the schools, the researcher sought the consent of the teachers and students to collect data from them. Questionnaires were distributed to all the students and teachers concerned. Coordination was done so as to get an appropriate time when students were free to administer the questionnaires and conduct the interviews. The researcher also sought permission to look at the relevant documents – performance records from the respective teachers. Respondents were assured of anonymity as the work was only meant for research purposes.

3.9 Methods of Data Analysis

The statistical procedures used in this study were descriptive and inferential statistics. The questionnaires had different types of questions and therefore, different quantification procedures were used. A tally sheet for the closed ended questions was prepared and the frequencies percentages and means computed. Pearson's correlation was used to analyze the relationships between the variables. Coding frames were developed for qualitative data. The responses were then classified according to the emergent themes in the coding frames and their frequencies and percentages computed.

3.10 Ethical Considerations

Before the study was conducted, the researcher visited schools to seek consent and make appointments with respondents. Participants were promised confidentiality and there was no coercion of any nature. They were also assured of anonymity as their identities were concealed. The Sub County Director of Education, Emuhaya Sub County was also informed of the visit to the schools. All data obtained from other researchers was also acknowledged to avoid plagiarism. The respondents were subsequently thanked for participating in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this section is to report and analyze the views of the 341 students and 20 teachers who took part in this study. The students' questionnaire had 40 items while that of the teachers had 15 items and the students' interview schedule had 19 items, but the analysis and interpretation is discussed under the following categories derived from the objectives of this study. The categories are:

- i. English curriculum objectives
- ii. English curriculum learning experiences
- iii. English curriculum learning methods
- iv. English curriculum evaluation

4.2 Relationship between learners' attitudes towards English Curriculum Objectives and their achievement in English

According to the Secondary Education Syllabus in Kenya (2002), after the instructional period, learners are supposed to be able to use the English language in a variety of contexts. This is to be achieved through the use of different learning experiences and methods, and also through evaluation.

The study looked at the ability of learners to speak English freely, accurately, fluently and in a variety of contexts, as well as use non-verbal cues effectively while speaking. These form part of the English language curriculum objectives.

Table 4.1: Learners responses on objectives

STATEMENT	SA	A	U	D	SD	M
Liking to speak English	F 157 % 46	136 40	0 0	137 10.8	11 3.1	4.1
Ability to speak English accurately, fluently and in a variety of contexts	F 109 % 32	168 49.2	17 5	42 12.3	5 1.5	3.8
Ability to use non verbal skills effectively when speaking	F 142 % 41.5	136 40	21 6.2	31 9.2	11 3.1	3.9
Use of listening skills to infer and interpret spoken discourse	F 147 % 43.1	78 23.1	47 13.8	58 16.9	11 3.1	3.4
Reading and analyzing English literary works is quite challenging	F 58 % 16.9	79 23.1	16 4.6	94 27.7	94 27.7	3.1
Visiting the library and referring to dictionaries is boring and useless	F 26 % 7.7	21 6.2	0 0	84 24.6	210 61.5	4.2
Ability to use a variety of sentence structures and vocabulary in writing	F 152 % 44.6	126 36.9	21 6.1	37 10.9	5 1.5	3.9
Having difficulties in spelling some words, punctuation and writing	F 87 % 25.6	86 25.2	16 4.6	47 13.8	105 30.8	2.8
Handwriting is poor according to the teacher	F 42 % 12.3	11 3.1	16 4.6	5 1.5	183 53.8	2.9
Ability to think creatively and put ideas in writing	F 178 % 52.3	126 36.9	21 6.1	9 2.5	7 2.2	4.1
				Average		3.62

Source: Responses from sampled learners

Key:

Strong positive attitude: 4.1-5.0

Positive attitude: 3.1-4.0

Neutral: 3.0

Negative attitude: 2.0-2.9

Strong negative attitude: 1.0-1.9

The study revealed that majority of the learners liked speaking English represented by 46.1% who strongly agreed and 40% who agreed that they liked speaking English. However, there is a small group of learners who showed that they did not like speaking English represented by 10.8% who disagreed and 3.1% who strongly disagreed. Quite a significant number of learners revealed that they were able to speak English accurately, fluently and in a variety of contexts. 32% strongly agreed with the statement while 49% agreed with it. 5%, 12.3% and 1.5% were undecided, disagreed and strongly disagreed respectively to this statement. On ability to use non-verbal cues effectively, 41.5% strongly agreed and 20% agreed showing that they were able, while 9.2% disagreed and 3.1% strongly disagreed with the statement. 6.2% of the learners were undecided on the matter.

The responses provided here by learners revealed that quite a majority of them had no issues with communicating in English. However, there is a need to ensure that all the learners can effectively communicate in English through use of a variety of teaching methods. Similarly, Al Jamal (2007) found out that learners experience joy and a feeling of enjoyment and interest when they find out they have communicated well or learnt new things by using the English language. But when they experience difficulty in using the English language, they tend to get bored and switch to languages they are comfortable with. In the same vein, Chou (2004) points out that learners with limitations of speaking competence are not inclined to express opinions in class. Some appear conservative and seldom ask questions on areas they have not understood. Chou suggests socioaffective strategies that help learners regulate and control emotions, motivations and attitudes towards learning as well as help them learn through contact and interaction with others. By means of socioaffective strategies, language learners can lower anxiety by using some mental techniques and solve problems through teacher-student or peer interactions. Socioaffective strategies can therefore help learners who

do not like speaking English to accelerate their speaking competence and vigorously interact with better speakers and teachers in the English language classroom. Learners also stated that they sometimes fear expressing themselves in English due to certain judgments that may be passed on them for example due to mother tongue influence, improper sentence structures or constructions and lack of confidence in them. Learners noted that with encouragement from teachers and fellow students they can master the art of communicating in English.

This study also sought to find out whether learners could use their listening skills to infer and interpret meaning of spoken discourse correctly. On this, it was discovered that 43.1 % and 23.1% of the learners, which is the majority of them strongly agreed and agreed that they can use listening skills to interpret meaning of spoken discourse. 16.9% and 3.1% disagreed and strongly disagreed respectively, while 13.8 were undecided on the matter. Even though majority of learners seem to have no problems with listening skills, the responses revealed that quite a significant number of learners had a problem with this. Similarly, according to Beare (2012), one of the largest inhibitors for learners is often mental block-attitude. While listening, a learner suddenly decides that he/she doesn't understand what is being said. At this point many learners just tune out or get caught up in an internal dialogue trying to translate a specific word. Some learners convince themselves that they are not able to understand spoken English well and create problems for themselves. The key to helping learners improve their listening skills is to convince them that not understanding is not wrong. This therefore helps in change of attitude and it is easier for some learners to accept than others.

The study also sought to find out how learners viewed the habit of reading. On the question of reading and analyzing English literary works being challenging, 16.9% of learners strongly agreed and 23.1 agreed that this is challenging. 27.7 disagreed while a similar 27.7% strongly

disagreed. 4.6% were undecided on the matter. On the question of visiting the library and referring to the dictionaries being boring and useless, 7.7% strongly agreed, 6.2% agreed, 24.6% disagreed while 61.5% strongly disagreed. One learner said, "I've read the set books severally but sometimes the challenge comes in when answering questions. Some of us tend to mix up the characters. Maybe the books shouldn't be too heavy." Even though a larger percentage of learners who took part in this study didn't find reading and analyzing set texts challenging, quite a significant number thought the activity is challenging.

Educators and researchers seem aware of this and some have even come up with suggested solutions to this problem. Guadalupe, Lopez and Zubiria (2008) note that when learners are asked if they like to read they will probably say no and add that reading is a boring activity to them and they don't like the type of texts they are provided with. They further state that the biggest problem with learners when they read a text is that they are so worried about understanding every single word that they do not get the general idea from the text. This therefore creates a negative attitude towards reading in learners. Some of the suggestions highlighted by Guadalupe et al that can help Kenyan secondary school students include: teaching them the relationship between one sentence and the next, helping them understand the meaning as a whole, not as separate ideas. Reading is an active skill and learners need to be encouraged to use predictions about the story or the text. Reading should also not be separated from other skills; it is difficult to have listening without speaking or writing without reading. Activities related to reading should be flexible, varied and related to the text and reasons for reading it. Texts that are suitable for the level of English of particular learners should be used. This should be in terms of length and difficulty level of students. A wide variety of activities should be attached to the text.

By the end of their four year period in school, learners are also supposed to be able to write clearly, use a variety of sentence structures and vocabulary in writing, punctuate, spell and paragraph appropriately, as well as be able to think creatively and critically and put their ideas in writing. On ability to comfortably use a variety of sentence structures and vocabulary in writing, 44.6% strongly agreed and 36.9% agreed meaning they were comfortable. 10.9% disagreed while 1.5% strongly disagreed meaning they were not comfortable. 6.1% were undecided. 25.6% strongly agreed and 25.2% agreed to having difficulties in spelling some words, punctuation and paragraphing. 13.8% disagreed, 30.8% strongly disagreed while 4.6% were undecided. A student is supposed to write clearly for their work to be easily deciphered. Therefore, on handwriting being poor according to their teacher, 12.3% strongly agreed, 3.1% agreed, 1.5% disagreed while 53.8% strongly disagreed. 4.6% were undecided. This study therefore showed that even though majority of learners revealed that they could use a variety of sentence structures in writing and could think critically and creatively, most of them had problems with spelling, punctuation and paragraphing.

Researchers have looked at the area of writing and have given several suggestions that can remedy the learners' problems when it comes to writing. Ahmed (2010) notes that in relation to coherence, in relation to students' English writing, some problems come out such as difficulty in writing the introduction, topic sentences or even the concluding statements. He further notes that students may not be motivated to write well due to a number of reasons like if they are taught in a large class characterized by physical as well as intellectual distance between teachers and students. In addition, if teachers use traditional teaching techniques such as lecturing, reading aloud and book reading, they are frequently indifferent to students' communication in class and therefore students report negative attitudes towards essay writing. This is true with the Emuhaya Sub County students as teachers reported lack of

individual attention due to the high teacher-student ratio, some as high as 1:65. This lack of motivation can have a strong negative effect on students' development in essay writing. Umair (2011) adds that reading habits contribute to having good or bad writing skills. In his research, he noted that some students avoided reading books, magazines and newspapers in English because of inherent difficulties. Others enjoyed reading these items therefore these reading skills enhanced their understanding and enriched their essays with new vocabulary and ideas helping them achieve their set goals and performing better. It is therefore important to note that writing cannot be detached from reading and learners with poor reading skills will definitely not do well in writing. Reading cultures should in that case be encouraged among learners in Kenyan secondary schools with a wide variety of newspapers, magazines and even storybooks being stocked in the libraries and learners encouraged to use them.

Pearson's product moment correlation was also used to determine the relationship between learners' attitude towards English language curriculum objectives and their achievement in English. In Table 4.2 the relationship between attitude towards English curriculum objectives scores and academic achievement in English were compared. The r value of 0.44 was obtained revealing a moderate correlation, signifying a marked relationship between attitude of learners towards English language objectives and their achievement in the English language.

Table 4.2 Correlations

		ATTITUDE	KCSE
ATTITUDE	Pearson Correlation	1	.445**
	Sig. (2-tailed)		.000
	N	341	341
KCSE	Pearson Correlation	.445**	1
	Sig. (2-tailed)	.000	
	N	341	341

** Correlation is significant at the 0.01 level (2-tailed)

Key

Value of r	Strength of relationship
0.0 to 0.19	Very weak
0.20 to 0.39	Weak
0.40 to 0.59	Moderate
0.60 to 0.79	Strong
0.80 to 1.0	Very strong

4.3 Relationship between learners' attitudes towards English language Learning Experiences and their achievement in English

Learning experiences are quite important in ensuring learners understand whatever they are learning. A number of learning experiences were captured in the questionnaire and learners were asked to respond to them. These included teachers giving their learners notes, analyzing comprehensions, questioning and answering among others. Table 4.3 shows the learners responses to these.

Table 4.3: Learners' responses on learning experiences

STATEMENT	SA	A	U	D	SD	M
Teachers should give notes while teaching English	F 152 % 44.7	79 23.1	31 9.2	48 13.8	31 9.2	1.9
Analyzing comprehensions is a waste of time	F 11 % 3.1	26 7.7	21 6.1	63 18.5	220 64.6	4.1
Question & answering in English should be limited to exams	F 31 % 9.2	31 9.2	42 12.3	95 27.8	142 41.5	3.4
I enjoy the lesson more when the teacher employs dramatization	F 200 % 58.5	94 27.7	0 0	21 6.1	26 7.7	4.2
Debates and debating sessions are a waste of time	F 16 % 4.7	21 6.1	5 1.5	52 15.4	247 72.3	4.4
Group discussions are interesting & helpful to the learner	F 273 % 80	42 12.3	16 4.6	0 0	10 3.1	4.5
Story telling sessions are a waste of time	F 37 % 10.8	10 1.6	16 4.6	73 21.5	201 61.5	4.2
Lessons that include role play enable us understand what is being taught better	F 231 % 67.7	94 27.7	16 4.6	0 0	0 0	4.6
Oral presentations among students should be encouraged	F 215 % 63.1	105 30.8	11 3.1	10 3.0	0 0	4.5
Dictations can help me improve my spelling and vocabulary	F 220 % 64.6	105 30.8	16 4.6	6 1.6	5 1.5	4.5
Average						4.03

Source: Responses from sampled learners

Key:

Strong positive attitude: 4.1-5.0

Positive attitude: 3.1-4.0

Neutral: 3.0

Negative attitude: 2.0-2.9

Strong negative attitude: 1.0-1.9

On teachers giving notes while teaching English, a majority of learners felt that they should be given with 44.7% strongly agreeing, 23.1% agreeing, 13.8 disagreeing and 9.2% strongly disagreeing. 9.2% of the learners were undecided on the matter. On analyzing comprehensions being a waste of time, 3.1% of the learners strongly agreed, 7.7% agreed, 18.5% disagreed while 64.6% strongly disagreed. 6.1% were undecided. Learners were asked whether questioning and answering should be limited to examinations and 9.2% strongly agreed, 9.2% agreed, 27.8% disagreed while 41.5% strongly disagreed. On whether the lesson is enjoyable when the teacher employs dramatization, 58.5% strongly agreed, 27.7% agreed, 6.1% disagreed while 7.7% strongly disagreed. On debates and debating sessions being a waste of time, 4.7% strongly agreed, 6.1% agreed, 15.4% disagreed and 72.3% strongly disagreed. 1.5% were undecided. Learners were asked whether story telling sessions were a waste of time and should therefore be left for primary school pupils. 10.8% strongly agreed, 1.6% agreed, 21.5% disagreed 61.5% strongly disagreed while 4.6 were undecided. On whether lessons that include role play enabled learners understand what is being taught better, 67.7% strongly agreed, 27.7% agreed and 4.6% were undecided. Learners were asked whether oral presentations among them should be encouraged and 63.1% strongly agreed, 30.8% agreed, 3% disagreed while 3.1% were undecided. On whether dictations help learners improve their spelling and vocabulary, 64.6% strongly agreed, 27.7% agreed, 1.6% disagreed, 1.5% strongly disagreed while 4.6% were undecided. The downside to this is that learners, on being interviewed noted that teachers rarely employ most of these activities but limit themselves to asking questions and giving notes. A majority of them noted that they would be very receptive if their teachers decide to vary these activities. "I think English lessons would be very interesting if teachers involved us more. We can even act out what is being taught and this will make us understand better." From the study, it is important to note

that a variety of learning experiences help learners to properly understand what is being taught in class.

In Table 4.4 the relationship between attitude towards English curriculum learning activities score and achievement in English were compared. The r value of 0.67 was obtained revealing a strong correlation, signifying a strong positive relationship.

Table 4.4: Correlations

		ATTITUDE	KCSE
ATTITUDE2	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	341	341
KCSE	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	341	341

** Correlation is significant at the 0.01 level (2-tailed)

Key

Value of r	Strength of relationship
0.0 to 0.19	Very weak
0.20 to 0.39	Weak
0.40 to 0.59	Moderate
0.60 to 0.79	Strong
0.80 to 1.0	Very strong

On this aspect, it was the view of the teachers who participated in this study that their learners do not participate fully during the English lessons especially when it came to questions and answering. This they attributed to the fact that learners do not seem to enjoy the lesson when certain topics like grammar or oral skills are covered. This is because such items require the full participation of the learners in terms of speaking, yet the same learners

fear to speak lest they make mistakes and are made fun of by their colleagues. They however noted that they limit themselves on the kind of experiences they expose learners to. This is similar to Al-Jamal (2007) who states that learners experience joy and a feeling of enjoyment and interest when they find out that they have communicated well or learnt new things by using the English language. But when they experience difficulty in using the English language, they tend to get bored and switch to using languages they are comfortable with.

It is therefore important for the teacher of English to switch to experiences that can be of interest to the learners. They can try and be innovative to match the needs of the learners. Such activities as language games can be explored in the classroom depending on the level of understanding of the learners. In her article “Interesting Activities for Teaching English Literature in the ESL Classroom”, Kate Bradley states that teaching can be fun and interesting. She further states that alien cultural references, unknown idioms and strange vocabulary make teaching English Literature very challenging. However, engaging in creativity, imagination and a good attitude will make both the learners and teachers find success in the lessons. Activities that are suggested for use to teachers on students include pre-recorded items so that learners can get exposed to natural speech patterns, syntax and speaking speed. Learners can also be involved in various writing activities to test their understanding of characters or even themes in set texts. They can also be involved in speaking activities where their speech abilities can be tested. A variety of learning activities can help learners see something that they found so boring interesting hence helping them improve their language skills. It is therefore important for teachers of English to shift from experiences that are more teacher- centered to those that are more learner-centered as these will help boost their understanding of concepts being taught. Teachers should therefore not

stick to experiences that they are used to but try to be innovative and come up with more ideas on activities that can be helpful to the kind of learners they have.

4.4 Relationship between learners' attitudes towards English language Teaching/Learning Methods and their achievement in English

This study also looked at methods teachers employed in teaching and how effective they were on the learners, basing on the responses they gave. It was noted from the responses given that the learners seemed to enjoy the lessons more when their teachers varied the methods they employed while teaching. Table 4.5 highlights learners' views on some teaching methods normally employed by their teachers.

Table 4.5: Learners' responses on teaching methods

STATEMENT	SA	A	U	D	SD	MEAN
Group discussions are interesting and helpful to the learner	F 273 % 80	42 12.3	16 4.6	0 0	10 3.1	4.5
Lesson is better understood when teacher translate hard English concepts into another language e.g. Kiswahili	F 147 % 43.1	147 43	0 0	37 10.8	10 3.1	1.8
Resources used by teacher in class not sufficient	F 31 % 9.2	89 26.2	11 3.1	89 26.1	121 34.5	2.8
Audio-visual equipment rarely used in class	F 163 % 47.8	58 16.9	5 1.5	16 4.6	99 29.2	2.1
Teacher uses a variety of teaching aids like charts while teaching	F 100 % 29.2	73 21.5	0 0	73 21.5	95 27.8	2.5
There is a language lab in our school	F 42 % 12.3	0 0	11 3.1	68 20	220 64.6	1.5
There is a functional library in our school	F 115 % 33.8	100 29.2	16 4.6	21 6.2	89 26.2	2.6
There are no storybooks in the library	F 145 % 42.5	40 11.8	16 4.6	72 21.1	68 20	2.7
Newspapers & magazines in English are in the library	F 252 % 73.8	52 15.4	0 0	16 4.6	21 6.2	3.6
Average						2.67

Source: Responses from sampled learners

Key:

Strong positive attitude: 4.1-5.0

Positive attitude: 3.1-4.0

Neutral: 3.0

Negative attitude: 2.0-2.9

Strong negative attitude: 1.0-1.9

It is observed from the tables that on group discussions being interesting and helpful to learners, 80% strongly agreed, 12.3% agreed and 3.1% strongly disagreed. 4.6% were undecided. On whether the lesson is better understood when the teacher translates hard words and concepts into another language like Kiswahili, 43.1% strongly agreed, 43% agreed, 10.8% disagreed and 3.1% strongly disagreed. These responses given by learners were further supported by those given by teachers who noted that the group discussion method is the most popular method among learners as there is minimal contact with the teacher and therefore they feel free to express themselves as they want. Teachers further noted that the lecture method and the questioning and answering method of classroom instruction were least popular among learners. The lecture method according to teachers puts learners at the receiving end and most of the learners fear to seek clarifications on areas they have not understood. The question and answering method is also not popular since most learners do not like speaking and making mistakes while their colleagues are listening. Majority of the teachers who took part in this study also agreed with learners on the question of using another language like Kiswahili to explain certain English words and concepts. The teachers said that they do this mostly when their learners seemed lost. On the contrary, Ler (2010) notes that the language of instruction should strictly be English if low proficiency in the language is to be dealt with. On the other hand, the findings of this study are similar to Mutai (2012) who found out that teachers frequently use oral questioning, lecture method and group discussions while teaching.

This study also sought to find out whether learners had access to a variety of facilities, material and equipment to help them in learning English which complement the teaching/learning methods. These facilities, material and equipment include libraries,

language labs, textbooks, storybooks, newspapers and magazines in English, audio-visual equipment and other teaching aids.

The study found out that on the question of whether resources used by the teacher in class to complement the teaching/learning methods are sufficient, 9.2% strongly agreed, 26.2% agreed, 26.1% disagreed, 35.4% strongly disagreed while 3.1% were undecided. On whether audio-visual material like CDs, VCDs and DVDs were rarely used when teaching, 47.8% strongly agreed, 16.9% agreed, 4.6% disagreed while 29.2% strongly disagreed. Learners were asked whether their teachers normally use a variety of teaching aids like charts while teaching them and 29.2% strongly agreed while 21.5% agreed meaning they were used. 21.5% disagreed while 27.8% strongly disagreed meaning their teachers don't use them. On whether there is a language lab in their schools that enable them learn pronunciation of words effectively, 12.3% strongly agreed that it is there, 20% disagreed while 64.6% strongly disagreed, showing that language labs are not there. 3.1% were undecided. On whether there is a functional library in their schools, 33.8% strongly agreed, 29.2% agreed, 6.2% disagreed, 26.2% strongly disagreed and 4.6% were undecided. Learners were asked if there are no storybooks available in the library. 42.5% strongly agreed with the statement and 11.8% agreed implying that there are no storybooks in their libraries. 21.1% disagreed while 20% strongly disagreed meaning storybooks are available. 4.6% were undecided. On availability of newspapers and magazines in English, 73.8% strongly agreed and 15.4% agreed that they are available. 4.6% disagreed while 6.2% strongly disagreed meaning they are not available. It is therefore easily noted that the more expensive the resource is, the less likely it is to be available in schools. Whereas many learners who took part in the study note that they have functional libraries, the same learners note that resources like storybooks that are supposed to

help them improve their language are not enough or available. Cheaper items like newspapers are the ones that are readily available.

In Table 4.6, the relationship between learners' attitude towards English language curriculum learning methods scores and academic achievement in English were compared. The r value of 0.64 was obtained revealing a strong correlation signifying a strong relationship between learners' attitude towards English language curriculum learning methods and their achievement in English.

Table 4.6: Correlations

		ATTITUDE	KCSE
ATTITUDE3	Pearson Correlation	1	.645**
	Sig. (2-tailed)		.000
	N	341	341
KCSE	Pearson Correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	341	341

** Correlation is significant at the 0.01 level (2-tailed)

Key

Value of r	Strength of relationship
0.0 to 0.19	Very weak
0.20 to 0.39	Weak
0.40 to 0.59	Moderate
0.60 to 0.79	Strong
0.80 to 1.0	Very strong

According to Gathumbi & Masembe (2005), there are a variety of teaching methods that can be employed in the English language classroom but some of them have fallen into relative obscurity while some are widely used. These methods include the oral approach, the audio-lingual method, grammar translation method, communicative language teaching among other

methods. It is therefore important not to limit themselves to a single teaching method since the employment of a mixture of methods is quite helpful. Gathumbi and Masembe advocate for a mixture of teaching methods for learning to be successful. This is known as the eclectic method. These methods normally depend on the nature of the learners, the resources available, facilities at the teacher's disposal and time allocated to teach the subject. A lack of resources and facilities will lead to problems in teaching the language and therefore a negative attitude towards the language.

4.5 Relationship between learners' attitudes towards English language Evaluation and their achievement in English

Evaluation is an invaluable component in teaching and learning. It is a way by which the teacher can tell whether the learners have mastered specific skills or not. Therefore the teacher will know if the set objectives have been achieved. The following tables summarize learners' responses to evaluation.

4.7: Learners' responses on evaluation

STATEMENT	SA	A	U	D	SD	M
English is the worst performed subject in sec schools	F 100 % 29.2	26 7.7	37 10.8	89 26.1	89 26.2	2.7
English score contribute to the final grade of a student in KCSE	F 257 % 75.4	47 13.8	16 4.6	16 4.7	5 1.5	4.4
Sitting for English exams is quite tiring & mind bogging	F 32 % 9.2	21 6.2	47 13.8	58 16.9	183 53.8	3.5
Oral skills should not be tested	F 5 % 1.5	11 3.1	21 6.2	63 18.5	241 70.7	4.3
Questions from the set books are the easiest to answer	F 141 % 41.5	84 24.6	37 10.8	42 12.3	37 10.8	3.4
	Average					3.66

Source: Responses from learners

Key:

Strong positive attitude: 4.1-5.0

Positive attitude: 3.1-4.0

Neutral: 3.0

Negative attitude: 2.0-2.9

Strong negative attitude: 1.0-1.9

The table shows that on English being the worst performed subject by most students in secondary schools, 29.2% strongly agreed, 7.7% agreed, 26.1% disagreed, 26.2% strongly disagreed while 10.8% were undecided. Majority of the learners who took part in this study, 75.4% of them seemed aware of the fact that English contributes to the final grade of a student in KCSE. These strongly agreed with this statement. A further 13.8% of them agreed. 4.7% disagreed, 1.5% strongly disagreed while 4.6% were undecided. The learners were asked whether oral skills should not be tested. 1.5% strongly agreed, 3.1% agreed, 18.5% disagreed, 70.7% strongly disagreed and 6.2% were undecided. On questions from set books being the easiest to answer, 41.5% strongly agreed, 24.6% agreed, 12.3% disagreed and 10.8% strongly disagreed. 10.8% were undecided. From these responses, it is clear that most learners know the importance of evaluation. Even though a majority of learners felt that English is not the worst performed subject in secondary schools in Kenya, quite a significant number felt it was. It is therefore important for teachers to work on change of attitude in learners who still perform poorly in English.

On the other hand, when learners sit for their KCSE, they are normally evaluated on the four year course in three main papers. Paper one consists of functional writing, cloze test and oral

skills, paper two consists of comprehension, literary appreciation and grammar while paper three consists of creative compositions and essays based on set texts. The study therefore sought to find out the exam papers that the learners found challenging and the ones they found manageable and their reasons. The following table summarizes the learners' responses on the exams.

Table 4.8: Learners' responses on exams they are subjected to

STATEMENT	<i>Manageable</i>		<i>Challenging</i>	
	Frequency	%	Frequency	%
Paper 1 (Functional writing, Cloze Test and Oral Skills)	184	53.9	27	7.9
Paper 2 (Comprehension, Literary Appreciation and Grammar)	31	9.1	232	68
Paper 3 (Creative Composition and Essays based on Set Texts)	116	34	105	30.8

Source: Responses from sampled learners

It is observed from Table 4.8 that majority of the learners, 68% of them, felt that Paper 2 which consists of comprehension, literary appreciation and grammar was quite challenging. Another 30.8% of the learners felt that Paper 3 consisting of creative composition and essays based on set texts was the most challenging. Only 7.9% of the learners stated that Paper 1 which consists of functional writing, cloze test and oral skills was the most challenging. It is thus easy to note that a majority of learners have a negative attitude towards Papers 1 and 2. These learners felt that they had difficulties in understanding the literary set texts as both papers have questions based on set texts. Others said they had difficulties with questions on poetry and grammar found in Paper 2. The few who had problems with paper 1 noted that writing was their major undoing.

On the question of the exam papers that the learners found manageable, and their reasons, 53.9% of the learners considered Paper 1 manageable, 34% picked Paper 3 while only 9.1% picked Paper 2. 2.9% of the learners did not answer this question. Those who picked Paper 1 felt that the paper was manageable because oral skills deal with situations they encounter and are familiar with and it is not difficult to deal with functional writing because if one was comfortable with the format of the item given, one would easily pass. Majority of the teachers who took part in this study also noted that learners score high marks in Paper 1. These were 86.9% of them. The remaining 13.1% were split between Paper 2 and Paper 3. With few stating that papers 2 and 3 were scored highly by the learners, majority of the teachers felt that these were the papers in which learners scored low marks. These were 75.4% of the teachers. The remaining 24.6% felt learners score low marks in paper 1.

The study sought to find out the relationship between attitude towards English language and performance. On whether learners knew the importance of English in careers, 88.9% of the learners said that English offers a wide range of career opportunities while only 11.1% felt it did not. On the English syllabus being covered on time, 77.1% of the learners said it was done on time. The remaining 22.9% felt it was not covered on time. 25.5% of the learners thought that English should be made an optional subject while a majority 74.5% felt it should not. Majority of the learners felt that a good knowledge of English made it easier for them to understand other subjects better. These were 95.9% of the learners. The rest that is 4.1% felt that it did not help. 29% learners said that English was not taught well in primary schools while 71% felt that it was taught well. On English being the worst performed subject in secondary schools, 48.9% learners felt it was while 51.1% felt it was not. This question did not show a significant difference between the numbers of learners that thought English was

worst performed and those who did not. This therefore highlighted the issue of attitude towards the subject.

Pearson's product moment correlation was also used to determine the relationship between learners' attitude and their performance. In Table 4.9 the relationship between learners' attitude towards English curriculum evaluation scores and academic achievement in English were compared. The r value of 0.48 was obtained revealing a moderate correlation, signifying a marked relationship between attitude of learners and their performance in the English language.

Table 4.9 Pearson's correlation

		ATTITUDE	KCSE
ATTITUDE4	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	341	341
KCSE	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	341	341

** Correlation is significant at the 0.01 level (2-tailed)

Key

Value of r	Strength of relationship
0.0 to 0.19	Very weak
0.20 to 0.39	Weak
0.40 to 0.59	Moderate
0.60 to 0.79	Strong
0.80 to 1.0	Very strong

All the teachers stated that English is not the best performed subject in KCSE in their schools. This they stated was due to various reasons but majority stated that there is a

tendency among learners to assume that languages do not need serious revision and therefore they do not prepare thoroughly for it as they do other subjects. Others stated that learners harbor a negative feeling that English is a difficult subject. Majority of the learners were aware that English contributed to the final grade of a student in KCSE. These were 95.9% of the learners. Only 4.1% did not know that.

The teachers' questionnaire also highlighted some facts that may lead to a negative attitude in learners towards English, therefore affecting their performance. All teachers who participated in this study revealed that their workload affects their delivery in class in a negative manner. Teachers stated that they had workloads ranging from 22 lessons to 34 lessons per week. They also stated that they tend to ignore certain areas in English language teaching that tend to give them much work like composition and grammar in terms of marking exercises. In case work is given, teachers will not have time to go through it and therefore learners may not know whether they are right or wrong. This they blamed on the large number of learners they have per class, some having up to 65 learners per stream, and the limited time they have between their current lessons and the next. This in the long run leads to learners not doing very well especially in the areas noted by the teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of this study; the conclusions reached the recommendations made and the suggestions for further study.

5.2 Summary of the Findings

The first objective of the study was to determine the relationship between students' attitudes towards the Secondary school English curriculum, objectives and their achievement in English. Based on the Secondary Education Syllabus, by the end of the four year period in secondary school, learners are supposed to have effectively mastered the four major skills in English: listening, speaking, reading and writing. The study revealed that majority of the learners (80.9%) could use their speaking skills in English effectively. It also revealed that learners had no major problems with their listening skills as a good number (66%) could use this skill effectively.

It was also revealed that there was a problem when it came to reading as quite a significant number of learners (44.9%) found this a challenge. On the aspect of writing, the study revealed that many learners (53%) found it quite a daunting task. Learners revealed that they had problems ranging from paragraphing, spelling and punctuation, to not being able to think creatively and critically and put their ideas in writing, a fact that their teachers also supported. Correlation was done and a Pearson's r of 0.44 was obtained, revealing a moderate correlation between learners' attitudes towards English curriculum objectives and their achievement.

The second objective was to determine the relationship between learners' attitudes towards learning experiences and their achievement in English. The study revealed that there are some which learners feel are quite important. Majority of the learners (89%) found learning experiences like dramatization, role play and dictation quite useful to them. Majority of the learners (68%) felt that teachers should give them notes while teaching and 82.1% felt analyzing comprehensions was quite important. However, majority of them (68%) did not like question and answer sessions in class. Correlation was done and a Pearson's r of 0.67 was obtained, revealing a strong correlation between the learners' attitudes towards learning experiences and their achievement in English.

On the third objective, to determine the relationship between learners' attitudes towards learning methods and their achievement in English, the study found out that majority of the learners (85.1%) preferred that their teachers should use another language like Kiswahili to explain certain concepts. The teachers also agreed with the learners on this aspect as 67.2% of them said they infuse Kiswahili when teaching English. Majority also noted that audio-visual equipment was rarely used in instruction. On teaching aids, the study revealed that they were not often used. It was also discovered that most schools did not have language labs. Teachers also said that they did not use teaching aids because they consume much of their time yet they need to complete the syllabus. The study also found out that most schools do not have story books in their libraries but newspapers were readily available. Correlation was done and a Pearson's r of 0.64 was obtained, revealing a strong correlation between learners' attitudes towards English language learning methods and their achievement in English.

On the fourth objective, to determine the relationship between learners' attitude towards English language evaluation and their achievement in English, when it comes to testing, it was found out that all the major skills in English are tested in three papers. Paper 1 consists

of functional writing, cloze test and oral skills; paper 2 consists of comprehension, literary appreciation and grammar while paper 3 consists of creative compositions and compositions based on set texts. The study revealed that majority of the learners (68%) found paper 2 and 3 quite challenging. The teachers also concurred with that. Majority of the learners (54%) found paper 1 quite manageable. This was also supported by the teachers who noted that their learners scored highly in paper 1. Correlation was done and a Pearson's r of 0.48 was obtained, revealing a moderate correlation between learners' attitudes towards evaluation and their achievement in English.

From the responses given in the questionnaires, it was revealed that learners know that English is not the best performed subject in their schools. This aspect was also supported by the teachers. The study also revealed that teachers' workloads affected their delivery in class. Teachers of English noted that they had heavy workloads with the least loaded having 22 lessons per week and the heaviest loaded having 34 lessons per week. In addition to that, learners per stream were as high as 65.

5.3 Conclusions

Arising from the findings, the following conclusions were made.

Though majority of learners in secondary schools in Emuhaya Sub-county said they had no problems with communicating in English (listening and speaking), there is a problem on reading noted in the fact that majority felt they did not like reading and analyzing set texts. A problem is also noted in writing as majority of the learners in these schools have problems with punctuation, spelling, paragraphing and they are also not able to think creatively and put their ideas in writing, a fact that was also supported by their teachers. This negatively affects their achievement.

Learners tend not to concentrate when exposed to certain learning experiences and teaching methods. Such learning experiences and methods include questioning and answering and the lecture method. Activities and methods preferred include dictation, role play, group discussion, dramatization and oral presentations. This is because some of these methods minimize teacher-learner contact which learners prefer. Kiswahili was also used as a language of instruction by some teachers to emphasize some points and explain areas where they had not understood.

Some schools had enough facilities, material and equipment to aid in teaching and learning but they are not adequately utilized because of the time factor. Reading cultures are not emphasized in schools – with most schools not having story books in their school libraries. This therefore affects their achievement especially in the area of writing.

Even though English contributes to the final grade of a learner in KCSE, it is not the best performed subject in KCSE in secondary schools and neither is it the worst. This, teachers said, is due to the fact that learners assume that English is not a subject worth preparing for while some stated that learners just have a feeling that even if they prepare, they will not pass. Even though majority of the learners felt that testing was important, they still found it quite a challenge to answer questions in English, especially paper 2 and paper 3.

On correlations, a positive r means that as one variable increases in value, the second variable also increases in value. Similarly, as one variable decreases in value, the second variable also decreases in value. Since all the Pearson's r revealed positive correlations, 0.44, 0.67, 0.64 and 0.48, we can conclude that when learners increase/improve in their attitude towards the

English language, their achievement also increases or improves. Similarly, when learners decrease their attitude towards the English language, their achievement also goes down.

5.4 Recommendations arising from the findings

- i. Despite learners having good listening and speaking skills, there is need for an improvement on the reading culture in the learners. This can be done through stocking of libraries with enough story books which can be used by learners in lower classes (form 1 and 2) in order for them to develop this skill and be comfortable with it once they move to form 3 and form 4, hence improving their writing skills. This will therefore lead to a change in attitude in learners to positive ones hence improving their achievement in the long run.
- ii. English language learning should be learner centered and this can only be possible if teachers adopt learner centered experiences like dramatization, oral presentations and role play among others which this study recommends. When teachers do this, learners will have positive attitudes towards the English language hence improving their achievement.
- iii. There is need for teachers to vary the methods used in teaching and especially shift from the lecture method they are used to and embrace the eclectic approach which is more learner centered. This will see them use the various resources at their disposal in making the English lesson interesting to the learners, thus changing their attitudes towards the language. When this is done, an improvement in learner achievement will be noted.
- iv. Teacher education on modes of evaluation and the different papers tested in English in relation to how they teach the tested skills to learners is highly recommended. This will ensure that the negative attitudes learners have towards specific English exams

change to positive ones hence ensuring an improvement in learner achievement in English.

If all these recommendations are put in place, it will soon be seen that English is the best performed subject in secondary schools

5.5 Suggestions for further study

A similar study should be conducted in other Sub counties in Kenya to find out the relationship between attitude towards English language and achievement.

A study should also be conducted in Emuhaya Sub county and other sub counties on code switching in the English classroom and its relationship with learners attitudes towards English.

Further studies should also be conducted on each of the major skills in English; listening, speaking, reading and writing independently to find out the attitudes of learners on each of these.

Further studies should also be carried out to find out the most effective methods in the teaching of English and their relationship to learners' attitudes towards the English language.

Further studies should also be conducted on the relationship between modes of assessment in English and learners achievement in the subject.

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APPENDICES

Appendix A. Students' Questionnaire.

The following questionnaire seeks to find out the effect of students' attitude on the English language achievement in secondary schools. It looks at important aspects such as objectives, teaching/learning experiences, teaching/learning methods, evaluation, facilities, and entry behaviour and how these affect the learners' attitudes.

Please answer the following items by following the instructions given before them. For the success of this investigation, I urge you to be as accurate as possible in answering these questions.

The information provided will be treated with strict confidentiality. Please tick [✓] or fill as required. Do **NOT** write your name anywhere.

SECTION A: GENERAL INFORMATION

1. School: _____
2. Class: _____
3. Gender: M_____ F_____
4. KCPE score in English: Marks_____ Grade_____
5. Score in English in last test done: Marks_____ Grade _____
6. How many languages do you speak and which languages are these?

7. Of the mentioned languages, which one do you consider most difficult and which one is the easiest? Give reasons for your answer.

SECTION B: INFORMATION ON THE SUBJECT

Indicate whether you Strongly Agree [SA], Agree [A], Disagree [D], Strongly Disagree [D] or are Undecided [U] by ticking the most appropriate box.

		SA	A	U	D	SD
A1	I like speaking English					
2	I can speak English accurately, fluently and appropriately in a variety of contexts					
3	I can use non-verbal cues effectively in speaking					
4	I am able to use my listening skills to infer and interpret meaning of spoken discourse correctly					
5	Reading and analyzing English literary works (set books) is quite challenging					
6	Visiting the library and referring to the dictionaries is boring and useless					
7	I can comfortably use a variety of sentence structures and vocabulary in writing					
8	I have some difficulties in spelling some words, punctuating and paragraphing					
9	According to my teacher, my handwriting is poor					
10	I am able to think creatively and critically and put my ideas in writing					
B11	Teachers should give us notes while teaching us English					
12	Analyzing comprehensions is a waste of time					
13	Questioning and answering in English should be limited to examinations					
14	I enjoy the lesson more when the teacher employs dramatization					
15	Debates and debating sessions are a waste of time					
16	Group discussions are quite interesting and helpful to students					
17	Story telling sessions are a waste of time and should be left for primary school pupils					
18	Lessons that include role play enable us understand what is being taught better					
19	Oral presentations among students should be encouraged					
20	Dictations help me in improving my spelling and vocabulary					
C21	I understand better when my teacher translates hard English words and concepts into another language e.g.					

	Kiswahili					
22	The resources that my teacher uses in class e.g. textbooks are not sufficient					
23	Audio-visual equipment e.g. CDs, VCDs and DVDs are rarely used when teaching us					
24	My teacher normally uses a variety of teaching aids like charts while teaching us					
25	We have a language lab in our school that enables us learn pronunciation of English words effectively					
26	Our school has a functional library					
27	There are no storybooks available in our library					
28	Newspapers and magazines in English are readily available in my school					
29	English offers a wide range of career opportunities					
30	The English syllabus is normally completed on time in my school					
31	English should be made an optional subject in secondary schools					
32	Good knowledge of English makes it easier to learn and understand other subjects like Biology					
D33	English is the worst performed subject by most students in secondary schools					
34	English scores contribute to the final grade of a student in KCSE					
35	I find sitting for English exams quite tiring and mind boggling					
36	Oral skills should not be tested					
37	Questions from the English set books are the easiest to answer					

38. Of the three papers in English exams, which one(s) do you find most challenging and why?

.....
.....

39. Which one do you consider manageable/easy, and why?
.....
.....

Thank you for your responses.

Appendix B Students' Score Sheet

Name of school _____

	Student's Name	KCSE GRADE
1		
2		
3		
4		
5		
6		
7		
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9		
10		
11		
12		
13		
14		
15		
16		
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27		
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29		
30		

Appendix C Teachers' Questionnaire

The following questionnaire seeks to find out the relationship between learners attitude and their achievement in English in Secondary schools. It looks at aspects like objectives, teaching/learning experiences, teaching/learning methods, evaluation, facilities and entry behaviour and how these affect the learners' attitudes.

Please answer the following items by following the instructions given before them. Your input as a teacher is very important as you understand your learners better. I therefore urge you to be as accurate as possible in answering these questions for the success of this investigation. The information provided will be treated with strict confidentiality

Please tick (✓) or fill as required

SECTION A: BACKGROUND INFORMATION

1. Name of School _____
2. Do you teach English in form four? Yes _____ No _____
3. For how long have you been teaching English in this school? _____
4. How many English lessons do you have per week? _____
5. Does your teaching load affect your delivery to learners in class?
Yes _____ No _____ Give reasons. _____

SECTION B: INFORMATION ON THE SUBJECT

Answer the following questions by filling in as required.

1. Majority of my students enjoy English lessons. True _____ False _____
2. Do your students normally ask questions on areas they have not understood?

3. Do your students complete homework/assignments given on time?

4. Do your students ask for extra assignments in English at the end of the day?

5. Do you sometimes use any other language apart from English when teaching? _____ Give reasons for your answer.

6. Do all of your students participate fully during the English lesson? _____ Explain your answer. _____

7. Do your students speak English outside the classroom situation, for example during games? _____

8. Is English the best performed subject in your school? _____
Give reasons for your answer. _____

9. Is there an English club in your school? _____ Do many learners sign up for this club? _____ Give reasons. _____

10. Why do you think learners put effort in English? _____

11. Which teaching/learning methods do your learners seem to respond to positively and why? _____

Which ones do they seem to find boring and why do you think so? _____

12. Please comment on your learners' ability to think creatively and put their ideas into writing. _____

13. Do you normally use teaching aids like charts, CDs, DVDs etc during your lessons? Explain your answer. _____

14. In which paper(s) do your students tend to score high marks? _____

What do you think is the reason for this tendency? _____

15. In which paper(s) do they tend to score low marks? _____

Why do you think so? _____

Thank you for your responses

APPENDIX D STUDENTS' INTERVIEW SCHEDULE

Please answer the following questions as accurately as possible. The information that you will provide will be treated with strict confidentiality.

QUESTIONS

1. Do you like speaking English?
2. In which contexts are you comfortable speaking English?
3. Do you use verbal and non-verbal cues when communicating?
4. Can you use your listening skills to interpret the meaning of spoken discourse?
5. What is your view on reading and analyzing literary works in English?
6. How often do you visit the library and look up meaning of words in dictionaries?
7. Are these two activities helpful to you?
8. Do you find creative writing a challenge?
9. Are you normally given notes when the teacher is teaching English?
10. Which methods are mostly applied by your teachers when teaching English?
 - i. Questioning and answering technique
 - ii. Dramatization
 - iii. Debates and debating sessions
 - iv. Story telling sessions
 - v. Role play
 - vi. Oral presentations
 - vii. Dictations
11. Does your teacher translate any hard English concepts into Kiswahili or any other language to facilitate your understanding?
12. Are the resources and textbooks in English in your school sufficient?
13. Are audio-visual equipment like CDs, DVDs, used while teaching you?
14. Is there a language lab in your school?
15. Do you have a functional library in your school and what is available in that library?
16. Why do you study English?
17. Does the score in English contribute to the final grade of a student in KCSE?
18. Do your teachers complete the English syllabus on time?
19. Comment on the exams given in English in secondary schools.

APPENDIX E PERMIT

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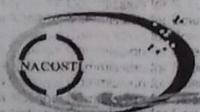
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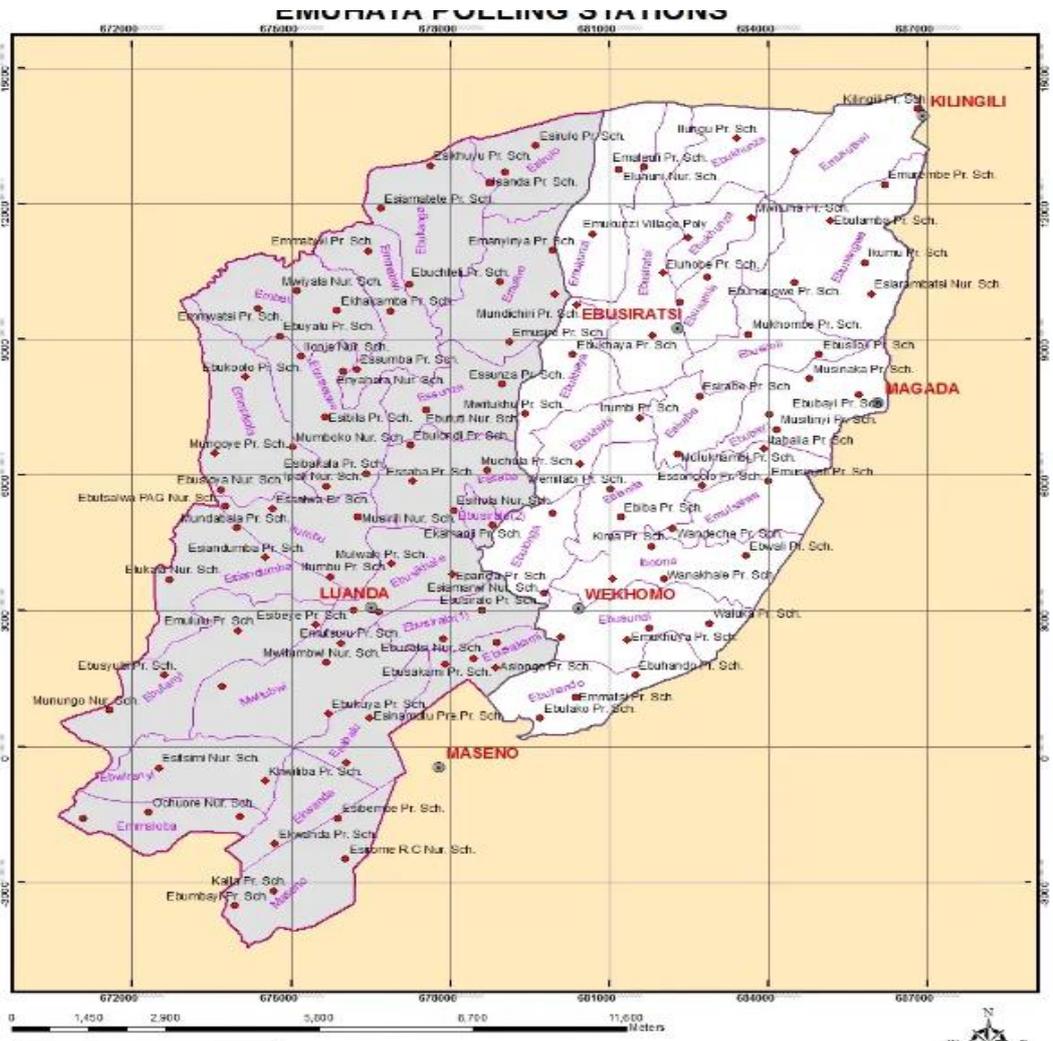
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APPENDIX F MAP OF EMUHAYA



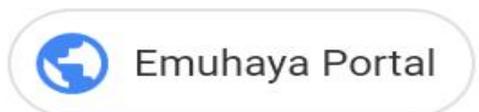
Legend

- Polling Stations
- Towns
- Sublocations
- Constituencies
- Emuhaya
- Luanda

Voters Information	Total Registered Voters	
	Male	Female
Luanda		
Emuhaya		



Contituency	Emuhaya	Reg.Voters	Locations	Polling Stations	Reg.Voters	Locations	Polling Stations	Reg.Voters
	Luanda	49	Ebubayi	6		Emusenjeli	6	
Divisions	Ekwanda	27	Ebukanga	7		Iboona	4	
	Flukongo	26	Ebusakami	6		Ipali	17	
	Esiembero	23	Ebusamia	7		Luanda Township	7	
	Luanda	43	Ebusiratsi	7		Maseno	8	
Total Polling Stations in Emuhaya District-119			Echichibulu	7		Mukhalakhala	6	
			Emasaba	7		Tongoi	12	
			Emakunda	5		Wekhomo	7	



APPENDIX G
KREJCIE & MORGAN TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3200	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970