

**SOCIO- CULTURAL INFLUENCE ON LEARNERS' ENGLISH VOCABULARY  
DEVELOPMENT IN SELECTED SECONDARY SCHOOLS IN LOWER NYOKAL  
DIVISION, HOMA- BAY TOWN SUB- COUNTY, KENYA**

**BY**

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FOR THE DEGREE OF MASTER OF ARTS IN LINGUISTICS**

**SCHOOL OF ARTS AND SOCIAL SCIENCES**

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## DECLARATION

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**DEDICATION**

To my dear Dad and Mum

Zachary and Clemantine

In loving memory.

## ABSTRACT

Vocabulary is widely considered as one of the most essential elements of a language. It plays a pivotal role in determining whether or not learners will communicate in a language they have learnt successfully. Extensive knowledge of English vocabulary is believed to be important for the four macro skills thus; reading, listening, speaking and writing. In fact, our lack of English vocabulary knowledge is more likely to result in great difficulty in expressing ourselves both in speaking and writing. Because of the significance of vocabulary knowledge in effective language learning, vocabulary learning and instruction are attracting considerable attention from researchers and practitioners. The current study posits that learners' English vocabulary development may be influenced by school, home and family environment. The Kenyan secondary school curriculum advocates for an integrated approach in teaching of English language. The integrated approach together with socio-cultural contexts where learners come from should provide sufficient contact with English language vocabularies. The paradox is regardless of such exposures, learners still indicate deficiency in expression skills in their speech and written work. The main objective of the study was to investigate the socio-cultural influences on learners' English vocabulary development in selected secondary schools in Homa-Bay Town Sub-County. The objectives of the study were to: establish sources of English vocabularies and their influences on secondary school learners' vocabulary development and investigate vocabulary teaching methods used by Lower Nyokal Division teachers of English. The study was guided by a conceptual framework drawn from Celce Murcia (2001) which contains 9 trends of language teaching. From these trends, the research draws concepts of Explicit Instruction, Incidental Learning and Strategy Training as a means of vocabulary development. The study employed descriptive survey design to collect both qualitative and quantitative data. The total population for the study was thirteen teachers of English, 50 English composition scripts, 500 form four learners from 10 schools and 10 accessible parents residing in Lower Nyokal Division in Homa- Bay Town Sub- County, Kenya. Multi-stage sampling was used to obtain various units in the study. Form four learners were purposively sampled. Stratified sampling was used to group the 10 schools into sub-groups of: Mixed, Boys' and Girls' secondary schools. Quota sampling was used to select three schools (A, B and C) from each of the sub-groups. Purposive sampling was used to obtain 3 accessible parents and 3 teachers of English from the selected schools. Data was collected from learners through questionnaires, content analysis of the 50 composition scripts and 3 interview schedules for the teachers and parents. Data from completed questionnaires were scrutinized then coded for computer analysis using statistical package for social sciences (SPSS). The collected data from questionnaires, interviews and composition scripts were organized into themes which included; sources of English vocabularies and their influences on learners' vocabulary development and vocabulary instruction. The findings on sources and influence on vocabulary development indicate that learners obtain English vocabularies mostly from school and sparingly from home and family. Vocabulary instruction indicates that most Lower Nyokal teachers preferred using dictionaries as opposed to context when it comes to finding the meaning of unfamiliar word. The study recommends frequent utilization of English language in all the suggested environments, it also suggests a combinational approach towards vocabulary teaching. The findings have pedagogical as well as theoretical implications for Applied Linguists and educators in ESL.

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## LIST OF ABBREVIATION AND ACRONYMS

**AWL** Academic Word List

**ESL** English used as a Second Language

**GSL** General Service List

**HFWs** High Frequency Words

**K1** The most frequent 1,000 words in English

**K2** The second most frequent 1,000 words in English

**KIE** Kenya Institute of Education

**L<sub>1</sub>** First Language

**L<sub>2</sub>** Second Language

**LFWs** Low Frequency Words

**LOI** Language of Instruction

**OWL** Off-list Words

**TL** Target Language

**UWL** University Word List

## LIST OF OPERATIONAL TERMS

1. **Agent** - An individual found in the suggested surrounding (parents, teachers, friends and neighbours)
2. **Development** - Progress in the Target Language
3. **Family**- Nuclear family (entails father, mother, siblings and care givers)
4. **Home**- The surrounding neighbourhood (the society)
5. **Influence**- Effects (facilitative or impeding) emanating from family, home or school contexts (socio- cultural environment)
6. **Integrated Approach**- Smaller units within English Learning that have been synchronized to function as one large unit i.e. the four skills (reading, listening, speaking and writing) and language & literature.
7. **School**- An institution for educating children
8. **Socio- Cultural Environment**- A surrounding with basic values and beliefs (in this study the suggested socio-cultural environment were: home, family and school)
9. **Sheng**- Mixed variety of languages (mother-tongue, Kiswahili and English)
10. **Target Language**- The selected language (English)

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

This chapter discusses the background of the study as follows; English vocabulary learning, types of words, the socio- cultural influence on vocabulary development and vocabulary development. Further, the chapter discusses the statement of the problem, research questions, objectives of the study, justification of the study, the scope and the study's conceptual framework.

##### 1.1.1. English Vocabulary Learning

Many countries in the African continent, Kenya being one of them use their former colonizers' language as the official language (Mbaabu, 1996; Muthwii, 2002). The official educational policy states that the first three years of schooling (class one to three), should be in mother tongue, or the indigenous language spoken in the respective catchment areas where the schools are located. English takes over as a language of instruction in class four (Nabea, 2009). Students begin learning English as a second language as a subject at the beginning of upper primary school, class four, although in some schools students begin learning English in class one because the teachers want to give their students a head start. Kiswahili is also used in the initial stages in multi- ethnic settings up to the third grade. On one hand, after this level Kiswahili remains in the curriculum only as a subject and on the other hand, the use of local languages is not allowed. Since all subjects with the exception of Kiswahili are taught in English, it is therefore given a privileged role in the entire education system. English being the medium of instruction, it is taught as a subject, it is the language used for setting examinations in other subjects and the language of textbooks such as; *New Integrated*

*English, Oxford, Excelling in English* among others. English and Kiswahili are the official language in Kenya; they are the languages of regional communication used in East Africa regional forums. However, English gains strength because it is an international language (Okwara, Shiundu & Indoshi, 2009). From the fore going, the study observes that learners are exposed to the English vocabulary right from lower primary.

Hornby (2006) defines vocabulary as all the words that a person knows or uses, he asserts that vocabulary all the words in a particular language. It has been established from the definition that vocabulary are all the words in a language that are familiar to a person used for communication. The current study holds that vocabularies are all the lexicon or words of a language. For one to know a language, one has to master its vocabularies. English language learners need to experience vocabularies in their communicative and reading endeavours in order to acquire them. The Kenyan secondary school English syllabus adopts an integrated approach in the teaching of English (KIE, 2002b). According to Ongong'a, Okwara and Nyangara (2010) the integrated approach has been lauded since it avoids fragmentation of knowledge and leads to a holistic understanding of concepts. This approach was implemented in the teaching of English in secondary schools in Kenya in 1995. The integrated concept calls for the merging of the two main domains namely English language and English literature, and integration of the four skills namely listening, speaking, writing and reading skills. This study has argued elsewhere that since English language learning begins right at lower primary level so are its vocabularies. The current study concentrated on students in Kenyan secondary schools with home as their social set up and had to experience the secondary school curriculum for a period of four years at school. It is expected that this period is enough for the learner to develop vast vocabularies and to use them in real life situations.

Vocabulary is a language element that links the four language skills which include listening, speaking, reading and writing in learning a language (Huyen and Thi Thu Nga, 2003). For listening and speaking, emphasis is on pronunciation drills and listening comprehension exercises, as well as oral literature, with role play, debates and presentation of oral reports and drama. For syntax, the focus is on helping students to understand words or vocabularies used in sentence formulation. Literary texts provide the focus for reading and comprehending messages, while writing is related to helping students develop their ideas clearly and effectively using the vocabularies they learn (KIE, 2002b). Mastering vocabulary means that students have comprehensive knowledge about the vocabulary which include meaning, the spoken form, the written form, derivations, the collocations of the words, the grammatical behavior, connotations or associations of the word and word frequency (Thornbury, 2002). Nation (2001) furthers this notion by pointing out that vocabulary study is the learning of a word. It is to have full mastery of word aspects which are: form, meaning and use. Knowledge of form includes phonological and orthographical form, as well as any recognizable word parts. Knowledge of meaning goes beyond dictionary definitions, meaning also encompasses connotations and synonyms. He concludes by suggesting that using a word requires an understanding of appropriate grammatical function, common collocations, appropriacy in different contexts and frequency of use.

The integrated approach suggested in Kenyan secondary school curriculum is viewed to play a pivotal role towards English vocabulary development on the part of learners. However, there has been persistent complaints about the falling standards of both written and spoken English since the late 1950s (Hawes, 1979; Oluoch, 1982; Iyumagomya, 1989). Since 1985, substantial blame at secondary school level is put on the integrated approach to the teaching of English designed and implemented in schools. However, the current study observes that



the falling standards should be investigated from the viewpoint of the learners' mastery of English vocabulary. According to Nation and Waring (1997), vocabulary knowledge enables language use which consequently enables the increase of vocabulary knowledge. Traditionally, foreign language teaching had focused more on the language structure than vocabulary teaching for a long time (Bloomfield, 1933). There is minimal focus on vocabulary, yet all language aspects rotate around its vocabulary (Maera, 1980). Moreover, Carter and McCarthy (1988: 41) state "Without structure a little can be conveyed, without vocabulary, nothing can be conveyed." The language skills and grammar highlighted in the English syllabus in Kenya gives minimal attention to the concept of vocabulary learning. It is assumed that vocabulary can simply be learned through incidental attention in many textbooks and language programs. This makes vocabulary learning obscure thereby non-critical learners will most of the time ignore, as teachers leave them unattended to. Learners, therefore, graduate with limited levels of vocabulary hence poor communicative skills.

In the context of this study, Homa-Bay Town Sub-County is found within Homa-Bay County. It is situated along the Lake Victoria region and has its K.C.S.E performance index at C mean grade. *Appendix 1* shows the performance index of Homa-Bay Town Sub-County which is C plain mean grade and a mean score of 6.43 for the past 6 years (2010-2015) (cf. Homa-Bay Town Sub-County Education Office report, 2015). The study was based in Lower Nyokal Division which has 10 secondary schools. *Appendix 2* shows the Division's average mean score for the past 6 years. A mean score of 5.11 which is C- mean grade is what the Lower Nyokal Schools have registered since 2010-2015 (cf. Homa-Bay Town Sub-County Education Office report, 2015). *Appendix 3* indicates the Division's average mean score and grade in the K.C.S.E English subject for the past 6 years. A mean score of 4.996 of C- mean grade is the Division's performance index since 2010-2015, further, a comparative analysis of

the division's performance to other divisions in the Sub- County is provided in *Appendix 4*. Lower Nyokal has registered a score of 5.11 of grade C- Which is low compared to its neighbouring divisions thus: Asego and Upper Nyokal Divisions have registered (7.2 C+, 6.94 C+) respectively in the past six years. The division's K. C. S. E performance index is an indication that the region may be a drawback in the Sub- County's performance. The low performance has always been attributed to low school attendance rate by learners. Studies carried by UNESCO and the Kenya Institute for Public Policy Research and Analysis, noted that pupil absenteeism is chronic in Kenya's public education. This may be contributing to academic shortfalls in national examinations (World Bank, 2002). However, the falling standards of both written and spoken English should be investigated from the development of the English vocabulary's point of view.

### **1.1.2 Types of Words**

Worth noting is that the language of focus in this study is English. It is, therefore, important to look at the various types of words we have in English. Swenson and West (1934) have proposed the following word types: word families, high frequency words, academic words, technical words and low frequency words. *Word families* are words that include the headwords, their inflected forms and their closely related derived forms examples: talk, talks, talked. *High frequency words* also known as *Token words* include functional words which include: articles, prepositions, interjections, conjunctions, auxiliary verbs, pronouns, interrogative and demonstrative adjectives, for instance, this, these, that, those. They are words that occur in spoken or written text. Their frequency is not considered because their repeated occurrences are counted. Almost 80% of the running words in the text are high frequency words. *Academic words* are words from academic textbooks. They contain many

common words in different kinds of academic texts. They make up typically 9% of words in the text. There are also *technical words*, which are words in a text that are closely related to the topic and subject area of the text. These words are common in a particular field and not another, examples include, referendum, voters and rerun are words that only occur in the political field (Nation, 2001). As soon as we see such technical words, we know what topic is being dealt with. They typically cover about 5% of the running words. Finally, the *Low frequency words (LFWs)* are words that we rarely meet in our use of language. Most of *LFWs* are content words which include nouns, examples include (city, girl, table et cetera), action verbs examples are (jump, sing cover et cetera), qualitative adjectives examples include (thin, pandemonium, blue et cetera) and quantitative adjectives which consist of (two, less, many, much et cetera) (Nation, 2001). According to Zipf (1965), the absolute frequency of a word is inversely proportional to its rank frequency. A small number of word types have very high token frequencies while many more types have relatively low frequencies. Low frequency words (*LFWs*) constitutes over 5% of the words in an academic text. They are the biggest group of words.

All words of a language constitute its vocabulary, therefore, all the suggested types of words were important for discussion. However, the study focused on low frequency words, since they are the biggest group of words that we rarely meet. Perruchet & Tillmann (2010) posit that if a new word occurs adjacent to a familiar word, it may be segmented more effectively because one boundary is already known. This literature compliments Valian & Coulson's, (1988) which suggests that a small number of high frequency words could create known contexts of low frequency words. The literature on contextual facilitation by high frequency words is crucial for the current study. The study argues that the high frequency words are mostly repeated in nearly every sentence. Therefore, if such *HFWs* are learned quickly and

retained they provide a clear context for the gaining of Low Frequency Words (LFWs). Laufer (1989) points towards 95% as the amount of coverage required in order for a reader to adequately understand a text and guess new words from the context. He further observes that a reader, who is familiar with 80% of the tokens in a text, is unable to adequately comprehend a text. In the context of this study, familiarity with a word refers to possessing knowledge about all the aspects of a word. These word aspects are; form, meaning and use.

Nation (2001) posits that the knowledge of word aspects cannot be achieved simultaneously, certain aspects are obviously learnt before others. Schmitt (1998) suggests that a word's spelling is often known, before other aspects of lexical knowledge such as; meaning and use by learners. Likewise, just because some word knowledge aspects are known, does not necessarily mean that others will be known. Schmitt and Zimmerman (2002) found that even advanced learners who knew one form of word, did not necessarily know all the other members of its word family. Also, learners might know the core word meaning, and not know all the other possible connotative meanings (Schmitt, 1998). A gap displayed by Schmitt and Zimmerman (2002) on word knowledge is that at no point will a learner be said to be fully developed with regard to word aspects. They posit that in one way or another, the learner will display a deficiency on knowledge of a word. Dulay, Burt and Krashen (1982) define errors as the flawed side of learner's speech or writing. Further, they posit that errors are systematic derivations from the selected norm of the target language while mistakes are performance limitations that a learner should easily correct. The current research refers to such errors as deficiency on word knowledge and may be completely eliminated through teaching. This study posits that teachers should highlight all these aspects to the learners in an ESL situation. The reviewed literature gives information to this research as the studies attempt to exhibit the incremental procedures to be laid by teachers of English to learners. The study hold to the

view suggested by Nation (2001) that the learning of a word must be a developmental process, since the various aspects of word knowledge are mastered at different rates.

Building a large vocabulary is essential when one is to achieve an optimal performance level. It is perceived that people with numerous vocabularies are more proficient readers, writers and speakers than those with few vocabularies (Lupescu and Day, 1993; Beglar and Hurt, 1995). Vocabulary is an integral part of knowledge of a language and for those studying a new language, as in the case of Kenyan schools where English is taught as a second language and used as a medium of instruction, mastery of vocabulary is important for the successful language development. It may be taken for granted that teaching and learning of English as a language is successfully done in Kenyan secondary schools, especially given that the teachers use a prescribed syllabus. The study investigated sources of English vocabularies and their influence on learners' vocabulary development in Lower Nyokal Division. It also explored vocabulary teaching methods used by Lower Nyokal teachers of English. Attention was on how learners could best build enormous vocabulary in the socio- cultural environments they found themselves in.

### **1.1.3 Socio- cultural influence on English Vocabulary development**

Socio- cultural aspect is a broad domain that merges two dimensions thus culture and social dimension. Culture on one hand is viewed to be the set of attitudes, values, beliefs and behaviours communicated from one generation to the next (Matsumoto, 1996). Social dimension on the other hand, makes reference to groups such as family, home, church, school and other unifying institutions. Social aspects focuses on the role and status of such groupings in the society. It also studies at time utility and availability of resources in the society. According to Lustig and Koester (1999) culture is learnt from the people you interact

with. It is also taught through the explanations people receive from the natural and human events around them. Clearly, the suggestions by the two scholars reveal that culture is an integrated concept whose components are realized within the social domain. Language is one of the cultural component that requires the social domain for it to be actualized.

According to Njoroge and Ndun'gu (2014), the human potential for language is based on human biology, but makes requirements of the socio- cultural environment to be realized. Implication from this review is that human capability to learn a language is greatly influenced by what is made available by the environment. Such influence can be measured if the language used for communicative activities is the target language which is English in this case. In this study, the socio- cultural environment refers to home, family and school. These environments provide learners with language models and opportunities for communicative competence in the English language, which serves as data for English vocabulary development. Communicative activities if carried out in the target language (TL) within the suggested environments are sources of English vocabularies. The emphasis is on the nature of socio-cultural environments in which learners live, the ways in which they vary and the influences of these variability in meeting requirements of English vocabulary development.

Second Language (L<sub>2</sub>) learning is characterized by many varying factors that create different impacts on different language components that include syntax, semantics, phonology and morphology that affect the nature and the time period for the L<sub>2</sub> acquisition (Birdsong, 1999). This literature enriches the current study since it seeks to investigate socio-cultural factors that impact on learners' vocabulary as a component of a language. Birdsong (1999) opines that various impacting factors such as pedagogy, environment and exposures impact on specific components of a language. In this rationale, the language component in question is vocabulary and the various social factors are home, family and school. The study focuses on English vocabulary development, with a view establishing whether the mentioned impacting

factors are found within the suggested environment. The argument is that all aspects of a language revolve around its vocabularies. Vocabulary is widely considered as one of the most essential elements of a language. It plays a pivotal role in determining whether or not learners will communicate in a language they learnt successfully. Extensive knowledge of vocabulary is believed to be important for the four macro skills thus; reading, listening, speaking and writing. In fact, our lack of vocabulary knowledge is more likely to result in great difficulty in expressing ourselves both in speaking and writing (Lew & Galas, 2008). Failure of learners to express themselves appropriately forms the key knowledge gap that the study sought to establish.

Gachache (2010) observed that in Kenya, most people from the rural areas face mother tongue problems in speaking English because they grow up in villages where only one language is used. Therefore, they face difficulties in acquiring the second and the third languages. If we consider the Kenyan society as a pervasively multilingual state, then there is no way villages in the Kenyan society can speak only one language. Literature by Gachache (*ibid*) contrasts what the current study proposes. The current study holds to what Muaka (2009) advocates that an average Kenyan would speak at least three languages. This stems from the different ethno- linguistic groups that are found in the country and their daily needs to communicate with different people in different contexts. As pointed out by Muaka (2009) we can deduce that diverse ethnic communities like Kenya create challenges to English vocabulary development. However, the research holds a strong position to what Gachache (2010) further claims that a person's ethno-linguistic heritage, which is the speech community which the person is born into plays a significant role in determining the degree of interaction and access to the language used by the dominant group. As far as this study is concerned when we review Gachache's (2010) proposition, he advocates for proximity distance between ones ethnic community to the language of the dominant group that would

allow interaction. It is suggested in this study that proximity of learners to the agents and input in the Target Language (English) would enable vocabulary development.

The study is also in support of claims made by Bartoo (2004) on acquisition of English syntax by Keiyo L<sub>1</sub> speakers. She established that Keiyo L<sub>1</sub> speakers made omissions, misbordering and mis-information errors. She observed that mother tongue greatly affects most students in Kenya and brings about many problems in perceiving the L<sub>2</sub>. The study views mother tongue to be mostly found within families and at home, though, a certain amount of English language can also be found within these environments. Similarly, because English language plays a vital role in the life of a learner, parents need to put effort towards their children's emerging literacy during pre-school and school years. To accomplish corrective measures with regard to such errors, Bartoo (*ibid*) observes that teaching plays an important role in eliminating errors in English language. It is clear from this review that the school environment influence vocabulary development since teachers help learners acquire linguistic skills in English. Implications are that teachers of English are found in the school environment one of the suggested social environment. Said differently, teachers are agents or role models towards their learners' vocabulary development.

Literature by Melchers and Shaw (2003), however present reservations as to whether they are sufficient models to copy from. Melchers and Shaw (2003) have a divergent proposition that most teachers of English in Kenya are non-native English speakers which make them encounter many problems such as mispronunciation example accent, syntax example grammar et cetera while teaching the language. Some of these challenges impact negatively on students learning English language. They observe that first such teachers have problems with pronunciation. The teachers mispronounce English words borrowed from their first



language. Second is accent. The mother tongues of individual African speakers have a strong effect on their accent that produces different phonological characteristics in English pronunciation. Grammar is the third, English grammar is different from those of the ethnic languages spoken in Kenya. They concluded their research by pointing out that teachers who are used to talking in their first languages may lack the confidence to speak in English. The divergent literature by Melchers and Shaw (*ibid*) is crucial to this study as it highlights weaknesses that may be revealed on the part of teachers as agents of vocabulary development. It is in this context that the study sought influences toward learners' vocabulary development at home, family and within family set-up. Learners were viewed to obtain English vocabularies both at home and school, if teachers are going to display such deficiencies revealed by Melchers and Shaw (2003), then learners' vocabulary development is likely to be compromised. Complementing literature by Melchers and Shaw (*ibid*) is study by Njoroge and Ndun'gu (2014), which posits that learners in Kenyan classrooms are not given sufficient lexical information such as grammar patterns and that even when such information was given some details such as appropriate grammar patterns would be missing. This position informs this study on the teachers' presentation methods of the English vocabulary to learners that would enhance vocabulary development.

In summary, the study posits that the socio-cultural environments such as home and family have some influence on learners' English vocabulary development. These environments have parents and neighbours who play pivotal role towards a child's literacy during pre-school period. As learners grow up they meet and engage in the community's speech. It would follow that if the target language is used in such settings then vocabulary development is encouraged. The school environment is viewed in this study to be the most appropriate setting to enhance vocabulary growth. Further, teachers are viewed to be greatly trusted

persons with learners' knowledge (Robertson, 1996). It is however, not the purpose of this research to delve into the teachers' training levels, but suffice to say that gaps of inefficiency on the teachers' part are unexpected in the school setting.

#### **1.1.4 Vocabulary Development**

Vocabulary development describes the same phenomenon as vocabulary learning. Vocabulary learning is the result of direct instruction in the rules of a language (Hynes, 2007). It is opposed to acquisition which is quite subconscious. Hynes (2007) observes that acquisition takes place in children who are unaware of grammatical rules. In acquisition emphasis is on text of communication and not form. In vocabulary learning, students have conscious knowledge of the new language and can talk about that knowledge. This study observes that vocabulary learning describes the same phenomenon as vocabulary development. This study focuses on English language with a view of establishing learners' vocabulary development in the language. The study mentions that learners at form four level have experienced English language since their lower primary. It is believed that as they engage with the language they also interact with its vocabulary and develop in them.

There are two dimensions or approaches majorly used in the field of vocabulary development, notably implicit and explicit vocabulary development. Implicit vocabulary development, on one hand, is the conscious or unconscious use of contextual clues during independent reading and listening activities to gain word knowledge. Studies of implicit vocabulary development have shown that learning through extensive reading is not only possible, but certainly the means by which native speakers acquire the majority of their vocabulary (Saragi, Nation and Meister, 1978). This assertion reveals that in a classroom

situation, reading should be given the greatest emphasis as most vocabularies are experienced by learners when they read. Explicit vocabulary development on the other hand is the direct instruction on a word, which calls for restructured input materials to ease learners' comprehension of the whole text (Paribakht and Wesche, 1996).

A realistic way of assessing the depth of learners' vocabulary development is to measure their receptive and productive knowledge (Schmitt and Mc Charty, 1997). They posit that receptive knowledge are words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which learners understand, are able to pronounce correctly and use constructively in speaking and writing. The picture that emerges from this review is that productive knowledge is more accessible and is what the study sought for analysis. Writing as opposed to speaking production aspect is what this study focused on. According to Anthony and Stevens (1991) writing goes through five steps known as planning, organizing, writing, editing and revising. These steps are formulated into a model called (POWER) which means P- plan, O- organize, W- write, E- edit and R- revise. They posit that learners need to make observation of the five steps as a writing process. Further, these learners need to assess their writing process so as not to overlook a particular step and to internalize and mentally rehearse the strategy steps. These researchers concluded by pointing out that an effective writing process should lead to a successful product which fulfills its communicative intent, is logical and has a reliable format. This review leads to the settlement on written work as an appropriate productive knowledge since it is viewed to have undergone all the steps suggested by Anthony and Stevens (*ibid*). This study made an analysis of Lower Nyokal Division learners' written work basically to establish the suggested word knowledge aspects proposed by Nation (2001). A learner who recognizes all these aspects and puts into use would read, write and speak with ease.

## **1.2 Statement of the Problem**

Vocabulary is widely considered as one of the most essential elements of a language. It plays a pivotal role in determining whether or not learners will be successful in learning a language and communication. Extensive knowledge of English vocabulary is believed to be important for the four macro skills thus; reading, listening, speaking and writing. In fact, our lack of English vocabulary knowledge is more likely to result in great difficulty in expressing ourselves both in speaking and writing. In Kenya, the socio-cultural contexts such as school, home and families provide learners with opportunities to experience language. The nature of these environments varies and may influence learners' English vocabulary development in various ways. Home and family contexts have agents and in-put materials that serve as language models that influence learners' English vocabulary development, more so if they interact in English language. Schools utilize the Kenyan secondary school curriculum which advocates for an integrated approach into the teaching and learning of English. This approach synchronizes both language and literature thereby providing wider course book coverage both in English language and literature. The aim of this integrated approach in English teaching and learning is not only to provide a wide word source, but also to encourage vast vocabulary development on learners. Students graduating from secondary schools are expected to demonstrate communicative competence both in speech and in writing. The paradox is that regardless of the exposures to a wide range of ESL vocabularies from literature, language and social contexts, learners still exhibit deficiency in their speech and written work. In this regard, the study was to investigate socio-cultural influences on students' vocabulary development in a region which has over the past six years (2010- 2015) registered an average grade of C- in the Kenya certificate of secondary education (KCSE) English language. The research in its objectives has attempted to; establish source of English vocabularies and their

influences on secondary school learners' vocabulary development, explore vocabulary teaching methods used by Lower Nyokal Division teachers of English.

### **1.3 Research Questions**

The study will be guided by the following research questions:

1. How do sources of English vocabulary influence secondary school learners' vocabulary development?
2. What are the vocabularies teaching methods used by Lower Nyokal Division teachers of English?

### **1.4 Objectives of Study**

The objectives of the study are to:

1. Establish sources of English vocabulary and their influences on secondary school learners' vocabulary development.
2. Explore vocabulary teaching methods used by Lower Nyokal Division teachers of English.

### **1.5 Justification of the Study**

Without vocabulary, learners will be unsuccessful not only in learning a language, but will also fail to communicate in it. Extensive knowledge of English vocabulary is believed to be important for the four macro skills thus: listening, reading, speaking and writing.

In Kenya, English is made to communicate the socio-cultural experiences of the people and is no longer seen as a foreign language, but as one of the languages in the repertoire of the multilingual speakers (Mazrui, 1992). The study has recognized home, family and school as social aspects which are possible sources of English vocabulary. Home and family environment are viewed to have agents and in-puts that make language which is a cultural aspect be realized. These agents and in-put resources may influence learners' English vocabulary development, more so if they communicate in English. The Kenyan secondary school curriculum advocates for an integrated approach into the study of English thereby providing wide exposures to English vocabulary through English language and literature. This study suggested English vocabulary development within the contexts of home, family and school. This may ensure that secondary school learners graduate with great expressive skills both in speaking and writing. They may be able to incidentally meet vocabulary in their communicative and reading activities in all the environments. These learners would further their vocabulary learning explicitly in the school set up by seeking help from their teachers for explanation.

Learning is a culturally referenced activity. Culture is learned from the people you interact with (Lustig and Koester, 1999). Furthermore, they observe that culture is taught by the explanations people receive from the natural and human events around them. The study recognizes two things from this review: on one hand, language is a cultural aspect that is realized in a social set- up. On the other hand, language has to be passed down or taught to people for communicative purposes. Therefore, an exploration of the methods adopted by the teachers of English in teaching English vocabulary is important to this study. The study hopes to provide new insights into vocabulary development procedures on secondary school learners. It is against such a background that the study concentrated on Lower Nyokal

Division whose performance in the English subject for the past six years (2010- 2015) has been a mean grade of (4.996 C-). This is an indication that the region may be a setback in Homa- Bay Town Sub- County's performance. The low performance of the region should then be investigated from the point of view of the English language, since it is the medium of instruction for all the subjects except Kiswahili. An exploration of teaching methods and the establishment of socio-cultural influences to vocabulary development provides information to applied linguists on ways of improving vocabulary development and English language knowledge in general in this region. The findings of the study also helped in recommending frequent utilization of English in all the suggested environments. A combinational approach of; implicit, explicit and strategy training concepts towards vocabulary teaching will help improve performance of English language in regions registering dismal performance in the English language.

### **1.6 Scope of the Study**

Vocabulary learning is a slow process, and one may not have a long enough period to conduct a study that involves steady progress. However, one can certainly observe specific learning events, and if one introduces new materials to learners you can track their knowledge of it. The first objective of this study was to establish sources of English vocabulary and their influence on secondary school learners' vocabulary development. Besides this objective, the other objective is to explore the vocabulary teaching methods used by Lower Nyokal Division teachers of English. It further described how an environment would be improved to facilitate vocabulary development on the part of learners. This study was limited to Lower Nyokal Division in Homa-Bay Town Sub- County in Kenya. The choice of this Division was appropriate because in *Appendix 4* comparison of performance index of the three divisions for the past 6 years (2010- 2015) has been done. Lower Nyokal

registered 5.11 C-, Upper Nyokal registered 6.94 C+ and Asego recorded 7.20 C+. It is clear from the performance indexes that unlike the other Divisions (Asego and Upper Nyokal) within Homa-Bay Town Sub- County, Lower Nyokal Division has always registered low performance compared to Asego and Upper Nyokal Division.

The study was confined to form four learners who are at the upper cycle of secondary education. They are expected to have mastered a vast amount of vocabulary, considering they have learnt English since childhood in Kenya, which uses English as an official language and as a medium of instruction. *Appendix 7* indicate the subjects who took part in the study, they are the 2015 form four candidates drawn from Lower Nyokal Division secondary schools. These subjects included 500 secondary school learners out of these, 50 participated in answering the questionnaires. The 50 students were drawn from: Three secondary schools, these students were also requested to write a composition. Three teachers of English from the three schools and three parents from the same region also participated in providing interview responses.

### **1.7 Conceptual Framework**

The study was guided by a conceptual framework drawn from Murcia (2001). Celce Murcia is an Applied Linguist who examined how vocabulary teaching was regarded in the different language teaching approaches. She has proposed nine trends of language teaching which are: Grammar-Translation, Direct, Reading, Audiolingualism, Communicative, Oral-Situational, Cognitive, Affective-Humanistic and Comprehension-Based method. From these trends, the researcher drew the following concepts: Explicit Instruction, Incidental Learning and Strategy Training of vocabulary teaching and learning. These concepts are in application of naturalistic approach to language teaching which is based on Stephen Krashen's theories of



second language acquisition. Krashen and Terrell (1983) developed naturalistic approach. This approach emphasized “comprehensible input” distinguishing between acquisition as a natural subconscious process from learning as a conscious process of gaining knowledge about a language. Naturalistic approach echoes direct method of language teaching from which explicit instruction as a concept in the study springs. Krashen’s input hypothesis which states that humans acquire language in only one way by understanding messages or by receiving comprehensible input, has been applied in incidental learning concept in the study. Rodger’s humanistic theory has been applied in strategy training concept, because Rodger’s theory like strategy training concept advocates for autonomous learning.

### **1.7.1 Explicit Instruction**

As previously stated in Section 1.1.4, explicit instruction is an intentional method of vocabulary instruction, the teacher presents lexical items in realistic contexts in a classroom situation. This concept is obtained from Murcia’s (2001) Direct Approach and Oral Situational Approach. These approaches stress on the ability to use the language whereby the teacher in a classroom situation is expected to present vocabularies in practical situations and in a graded series from simple to complex.

In the direct method, teachers are expected to teach the meaning of concrete words through; physical demonstration, explanations, use of pictures and presenting them together with their referents. Abstract words should be taught by grouping words according to a topic and through association of ideas (Zimmerman, 1997). In oral-situational approach, words to be taught are chosen according to the situations being practiced. This is done to ensure that an essential general service vocabulary is covered (Richards & Rodgers, 1986). In this study, the

discussed approaches have aided in identifying the vocabulary to be taught and the procedures to be used in teaching the chosen words.

### **1.7.2 Incidental Learning**

This is the conscious or unconscious acquisition of a lexical item through the use of context clues during independent reading and listening activities. This concept is anchored on reading approach, comprehension-based approach and communicative approach proposed by Murcia, (2001). Reading and listening to comprehensions in a classroom situation is very important and will allow speaking, reading and writing to spontaneously develop over time. Halliday (1973) views language as a system for communication, further, he opines that learners develop a language in contexts where communicative approach is adopted. This concept argues that there is a similarity between acquisitions of L<sub>1</sub> and L<sub>2</sub> (Winitz, 1981). The L<sub>2</sub> learners like the L<sub>1</sub> learners should be exposed to a great deal of authentic language, pass through a pre-production period. During this period, they can respond non-verbally in meaningful ways and learn vocabulary sub-consciously. This concept has helped to identify the reasons why teachers prefer to teach vocabulary using passages.

### **1.7.3 Strategy Training**

Strategy training entails helping students know more about themselves so that they can experiment, test and become experts in tackling tasks. Beglar and Hurt (2003) note that learners need to be taught strategies for inferring words from context, as well as those which can help them retain the words they have learnt. Teachers need to train students to optimize their learning strategies as individuals to enhance their procedural knowledge and to become more effective. This concept also falls under explicit instruction though not of vocabularies,

but of strategies. Some of the strategies training suggested to learners are: guessing from context; learning from word cards; word part analysis; and dictionary use (Nation, 2001).

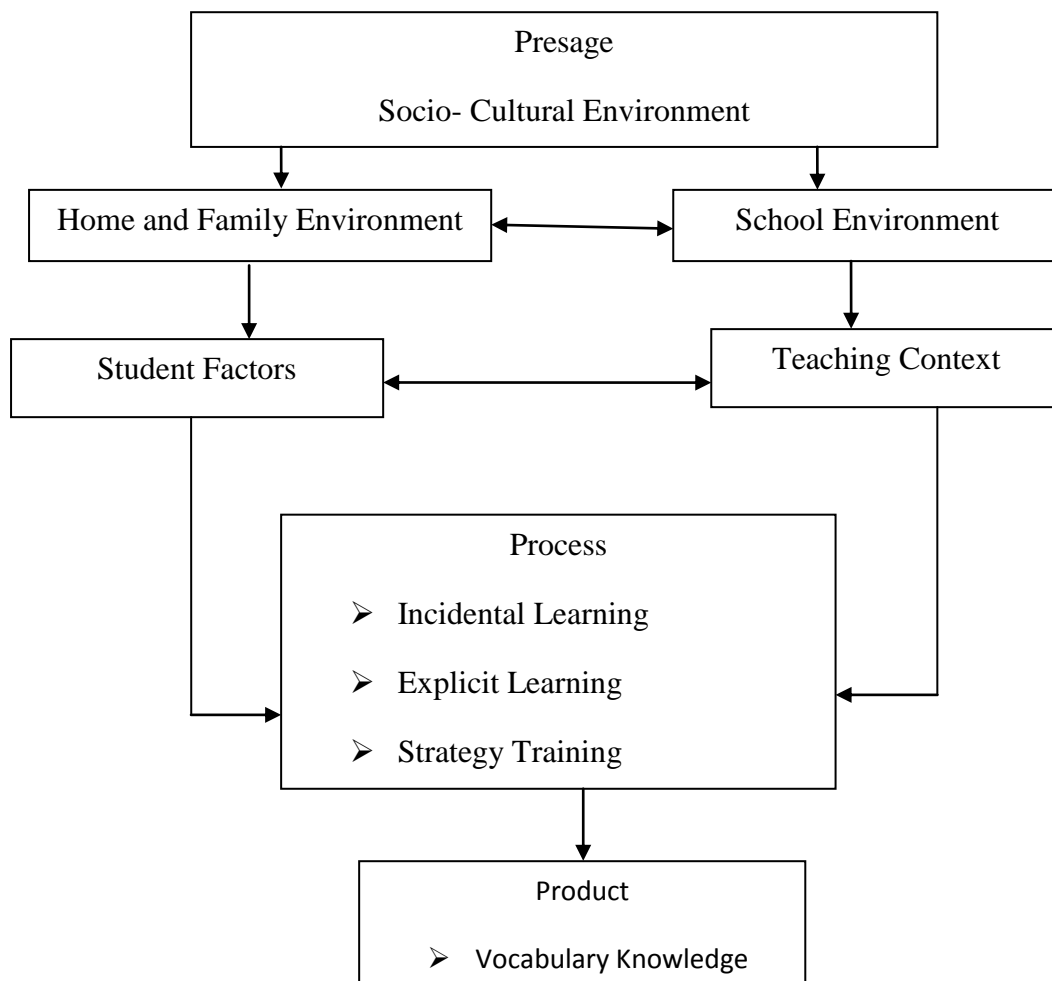
Strategy training is a concept that draws a great deal from Murcia's (2001) affective humanistic approach to language teaching; it is also suggested in Roger's humanistic psychology. It is a method of teaching that calls for teachers to consider learners as 'whole'. In this method, no conventional language syllabus is followed which determine in advance the vocabulary to be taught, but learners nominate things they wish to talk about. Particular grammar points, pronunciation patterns, and vocabulary are worked with, based on the language the students have generated (Larsen-Freeman, 2000). Strategy training concept helps in the understanding of low frequency words.

It was important to review these concepts: Explicit, Incidental and Strategy Training in order to establish the approaches used by teachers and learners to enhance vocabulary development. The study further discussed effective teaching approaches using these concepts. It was established that the incidental and explicit concepts share the same importance towards learners' vocabulary development. The study argues that upholding learners' autonomy is a crucial strategy to ESL and vocabulary development in particular.

A model has been adopted from Biggs' 3-P (1989) model to include the three concepts drawn from Murcia (2001). Biggs (1989) conceived learning as having 3 components; presage, process and product. These components can broadly be interpreted as what happens before, during and after learning. The model has been extended to include; socio- cultural environment at the presage stage, which has been distributed to include home/family and school environment. On one hand, home and family environment have been interpreted to refer to students' factors; experiences found at home and family environment. On the other hand, school environment has been interpreted to refer to teaching context; experiences

obtained from school environment that would favour English vocabulary development. The process stage which indicates what happens during learning has been expounded to include the suggested English vocabulary learning concepts drawn from (Murcia, 2001). The concepts are incidental learning, explicit learning and strategy training. Further, the product stage which point to what happens after learning (Biggs, 1989) has been interpreted to be vocabulary knowledge. In principle, one who exercises English vocabulary learning by means of the suggested concepts in the proposed environments would be said to be knowledgeable in English vocabulary and English language as a whole.

**Figure 1.1: Biggs' 3- P Adopted Model Framework**



**F1:** Biggs' 3-P Adopted Model Framework, Showing the interrelationship between Learning Environment, Learning Process (Murcia (2001): incidental, explicit and strategy training) and Learning Outcome/ Product (Biggs, 1989).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section reviews literature on the available sources of English vocabularies and their influence on secondary school learners' vocabulary development, learners' lexicon, vocabulary teaching and learning methods and vocabulary learning strategies.

#### **2.2 Sources of English Vocabularies and their Influence on Learners' Vocabulary development**

Literature in this section address objective one of the study which sought to establish sources of English vocabulary and their influences on secondary school learners' vocabulary development. In the context of this study, the socio- cultural context refers to home, family and school environment. Home, family and school contexts may represent different cultures, subcultures, or both and may influence language development in noticeable ways. For instance, within the home context, there are neighbours and within families there are parents, siblings and caretakers who influence learners' vocabulary development. Similarly, the school environment also has teachers and input materials in the form of textbooks that influence learners' vocabulary development. Language as a cultural element has to be passed down or taught to people for communicative purposes (Lustig and Koester, 1999). It was important, therefore, for the study to consider influence on vocabulary development to originate from home, family or school environment. In some cultures, for instance, the African culture, prelinguistic children (who are not yet verbalizing) are spoken about rather than spoken to (Heath, 1983). Children may be expected, and thus taught, to speak only when an adult addresses them. They are discouraged from initiating conversations with adults or to

join spontaneously in ongoing adult conversations. It is thus clear that parents play a vital role in their children's emerging literacy. According to Murungi, Muthaa, Micheni and Mwenda (2014) literacy is conceptualized as composed of multiple dimensions that cross boundaries between oral and written language. We argue that learners will only achieve high levels of these dimensions when they possess vast vocabulary levels. The Kenyan secondary syllabus states that vocabulary is best acquired in contexts through reading, listening, speaking and writing activities (Kenya Institute of Education *KIE* report 1995, pp 45-60). It is therefore, apparent that the Kenyan learners acquire vocabulary without overt structured instruction (Njoroge and Ndun'gu, 2014). It is for this reason that we examine views on the role of home and family during pre-school stage (Sarage and Egerton, 1997). The researchers argue that children's first and most important teacher during pre- school years is the parent. Sarage and Egerton (*ibid*) assert that parents are crucial to the awakening of children's literacy in as much as many parents may not actively set out to teach children how to read. Pappas (1976) has drawn attention to a variety of experiences such as; trips and visits, books and pictures, stories told and questions answered because they contribute to reading ability and furnish the learner's background of spoken language. Additionally, parents who read frequently to their children, engage in conversation and word play, respond to their children's requests for information and help their children begin to understand how literacy fits into their lives, provide a stimulating environment towards literacy (Sarage and Egerton, 1997). From this literature, we can deduce that parental involvement in acquisition of literacy skills is vital. This view is central to this study as it suggests that parents are prime educators until a child attends a nursery school or starts primary school. It is important to note that the parent remains a major influence on their children's learning through out school and beyond. This study recognizes parents as teachers in the family context. This suggestion is further

complemented by Hart and Risley's (1995) findings on role of family context in language acquisition.

A fundamental research by Hart and Risley (1995) on the significance of "talkativeness" found out that families influence language acquisition, rather than the family's socioeconomic status or ethnic group identity. Differences in language use were attributed to the complex family cultures and not simply due to socioeconomic status or ethnic group identity. Among the American families that were studied, the most important difference was in the amount of talking. The researchers concluded by pointing out that the young American children in families where there was more talking, developed higher levels of language in the areas of vocabulary growth and vocabulary use. Among these families, Hart and Risley (1995, p.11) identified five quality features in parents' language interactions with their children:

- a) Language diversity: the variation and amount of nouns and modifiers used by the parents.
- b) Feedback tone: the positive feedback given to children's participation in the interaction.
- c) Symbolic emphasis: the emphasis placed on focusing on names and associated relations of the concepts and the recall of those symbols.
- d) Guidance style: parental interaction that used asking rather than demanding in eliciting specific behaviour from the child.
- e) Responsiveness: parental responsiveness to requests or questions initiated by children.

Hart and Risley (1995) concluded that such qualities used by parents would enhance their children's language and in particular vocabulary development. Although the reviewed

literature provides information on the significance of “talkativeness” in general, a divergent view is suggested in the current study. The point of critique is Hart and Risley (*ibid*) investigated the influence of talkativeness on language acquisition among the young American children, yet did not give a constraint on which language was used. In view of this criticism, the study suggests a more restrictive way of investigating talkativeness that it has to be in the Target Language (TL). According to the current study, the TL is English, therefore, the gap to be established is whether English language is frequently used in the suggested socio- cultural contexts. If agents (parents, siblings, neighbours and teachers) exercised a lot of talking in the TL, then they would increase their children’s chances of developing words. The current study sought information on whether home, family and school environment assisted English vocabulary development among learners. The study argues that learners may not develop English vocabularies effectively if the TL is not favoured in all the suggested contexts. There was need to examine literature by Faltis and Hudelson (1998) who hypothesized that children from diverse linguistic backgrounds experience socialization mismatch when they go to school.

Faltis and Hudelson (1998) opine in their socialization mismatch hypothesis that children are more likely to succeed in school when the home language and literacy socialization patterns are similar to those that are used and valued in school. This hypothesis has been applied to children who speak a nonstandard English dialect, as well as to children who are learning a second language. Home language socialization patterns may differ from those favoured in the school classroom in the following ways:

- a) The amount of talk directed to preschool children.
- b) The participation of young children as conversation partners with adults.
- c) Opportunities children have to explain or give a personal interpretation of events.



- d) The types of questions asked of children during storybook sharing.
- e) The forms of narrative that are used (for example, fiction, nonfiction, or ongoing narratives). (Faltis and Hudleson, 1998, p. 23).

The literature is necessary in the sense that it provides evidence that the language favoured at home should complement that which is used in school. The same enquiry conducted by Faltis and Hudleson (1998) would be conducted on Lower Nyokal Division learners who experience English language as a second language. The current study has viewed in Section 1.1.3 that mother tongue is mostly found within families, home and school. In order to convey the gap that the current study is out to obtain, Walter (2010) posits that learning is effective when both learners and teachers speak the language of instruction well. The gap therefore is to establish the language used for communicative activities within home, family and school contexts. The study is also to establish whether the language learners use at home and within families complement the language used as a medium of instruction in school. The current study holds that if learners' engagement with the English language does not extend beyond school, then English vocabulary development is not encouraged.

In connection to this, Athiemoolam and Kibui (2012) have shown that in Kenya, most learners do not practice speaking in English after school. In their study aimed at examining Kenyan form four learners' proficiency in English with specific reference to their comprehension and vocabulary, they pointed out that the language used in most homes is vernacular and Kiswahili as a lingua franca. The researchers further suggest that most learners do not stay in their homes to read in the evenings because their families live in small, cramped rooms. Instead, they spend time with their friends in the neighbourhood where they speak Pidgin English, known as 'Sheng' which is a mixture of English, Kiswahili and many

local languages. Athimoolam and Kibui's (*ibid*) work parallels Espelago's (2001) work. He observed that for one to belong and be accepted in a given peer group, he or she must behave like it. Therefore, the Kenyan youth must speak 'sheng' as speaking English is unacceptable and regarded as a formal way of communication. The study finds it necessary to focus on part of Athimoolam and Kibui's proposition which states that learners do not practice speaking in English after school instead they spend time with friends in the neighbourhood where they speak Pidgin English and other local languages. The suggested part displays a gap that the study sought to establish. The study puts a strong case for extended interaction with the TL out of school environment to encourage English vocabulary development. According to Athimoolam and Kibui (2012) speaking of 'sheng' hampers the development and mastery of English language and that the environment at home does not assist such learners to develop skills in English communication. Another gap provided in this literature that the home environment does not support learners' vocabulary development is what this study sought to establish.

Noteworthy is that learners interaction with the TL vary in the suggested environments family, home and school. Therefore, simultaneous English vocabulary development on the part of learners in a classroom set up may not occur. Variables within the socio-cultural environment could be improved as Hart and Risley (1995) observe that talkativeness is vital, although it has to be in the TL according to the current study. Further, an extended engagement in the TL by learners even when out of school was considered facilitative toward vocabulary development. Fotos (2001) indicate that a student is automatically placed at a disadvantage when he already has a language of his own and is asked to learn another language. Such extensions are what the study sought, in order to establish socialization patterns favoured at home and within the families and see if they match those favoured at

school in Lower Nyokai Division. The study also sought to establish claims made by Athiemoolam and Kibui (2012), that home environment does not assist learners to develop skills in English communication. The study sought information on learners' lexicon in order to establish the efforts made by learners in terms of vocabulary development. This section was also tied to objectives one considering that learners source for vocabularies by themselves and meet challenges in the process.

### **2.3 The Learners' Lexicon**

Debates on the amount of words a language learner should acquire, have attracted two possible answers. The first is that learners should attempt as far as possible, to match the vocabulary of native speakers. The second is to learn vocabulary in increments, based on frequency, and the likely usefulness of each group words. Nation and Waring (1997) observe that the vocabulary size of an educated native speaker is around 20,000 word families and that the growth rate of a native speaker's vocabulary is estimated at approximately 1,000 word families annually during early years of exposure to the TL. This is challenging, yet not insurmountable goal for a learner, but it is clearly a long-term goal. In the study's first objective, sources of English vocabularies and their influence on secondary school learners' vocabulary development were sought. Reviews of Njoroge and Ndun'gu's (2014) research posit that learners' language background has varied influence on the recall and use of second language (L<sub>2</sub>) lexical items. Their findings complement Swan's (1997) observation that learners' first language (L<sub>1</sub>) can influence the way L<sub>2</sub> vocabulary is learnt, the way it is recalled for use and the way learners compensate for lack of knowledge. Each of this influence is confirmed by the findings illustrated by Njoroge and Ndun'gu (2014: 8). The researchers observe that the L<sub>1</sub> influence is more syntactic than semantic. Syntactic features

from the L<sub>1</sub> are manifested as problems of omission of a required item, inclusion or a redundant item and collocating the wrong items. For instance,

(a) \*The teacher responded our argument.

(b) \*The student replied the answer.

In sentence (a) there is an omission of a preposition. Absence of prepositions in the first language (L<sub>1</sub>) accounts for the construction of sentences in English that lack preposition (Njoroge and Ndun'gu 2014: 8). The correct construction is *The teacher responded to our argument*. Example (b) is a redundant construction \**the answer* is entailed in meaning of the node verb *replied* therefore, it is redundant. The correct construction should be *The student replied/ The student gave the answer*.

The first language (L<sub>1</sub>) influence is denoted too by the collocation pattern of the item, especially the right collocate as in:

(c) \*She responded using her head

(d) \*I was surprised to meet him weeping in bed.

In (c) the right collocate was *by nodding* and not \**using the head*. Its correct form would be *She responded by nodding*. In (d) the appropriate verb is *find* not \**meet*. Therefore, the correct structure is *I was surprised to find him weeping in bed*. Njoroge and Ndun'gu (2014) concluded that there is evidence that L<sub>1</sub> of a learner overtly influence the way they learn English lexical items. The study did not appeal to learners' first language in the process of learning English. If anything, learners are discouraged from thinking in their first language when dealing with English vocabulary (KIE report 1995: 46). However, the learners' L<sub>1</sub> was seen to influence the learning of the L<sub>2</sub>. As far as the study is concerned, learners' first language influences the second language development. What is implied is that the L<sub>1</sub> is mostly spoken at home, while English language is mostly spoken at school. Unlike Njoroge

and Ndun'gu's study, the study suggests that English vocabulary can be obtained at home as well. The researcher sought to establish how the home environment complements the school environment towards learners' vocabulary development. It was therefore important for the study to review what it takes to be a good vocabulary learner in the following paragraph.

A difference that is commonly made regarding word knowledge is between receptive and productive uses of lexical items. Carter (1987) opines that comprehending a word is not the same as producing a word. It is one skill to be able to understand a word when it is heard or read but quite another to be able to use it in a spoken or written form. In Laufer's (1997) study of vocabulary development in Israeli high school students, productive knowledge was further subdivided into two parts; controlled and free productive knowledge. Controlled productive knowledge can be accessed when prompted by a task, but free productive knowledge is used spontaneously, without prompting. If learners are prompted to use a particular word and are provided with a context, they will not exhibit complete control of a lexical item since their efforts are aided. If we consider the five steps writing model proposed by Anthony and Stevens (1991), writing as a form of productive knowledge leads to a successful product. Therefore, the study examined learners' spontaneous production of English vocabulary at school through composition writing to identify instances of vocabulary development. It is worth noting that when words are used appropriately without any prompting, learners can be said to have developed the words.

Building vocabulary is an individualization process. Every person has a different composition of vocabulary that connects with previous experience and knowledge (Pearson *et al.*, 2007). The current study contrasts the view that vocabulary learning is an individualistic process, it states clearly that English vocabulary makes requirements of both the teachers' and the

learners' concerted effort. The study puts emphasis on the part of the review which states that each individual beginning to learn another language brings with them a unique collection of personal experiences and beliefs that will influence them as learners. Webster and Hazari (2009) reports that secondary science students indicated they would like to have greater numbers of opportunities to practice, organize and strategize their vocabulary knowledge. Similarly, Zimmerman (1997) reported similar findings where L<sub>2</sub> (English as a second language) students wanted more opportunities to practice with new words and receive vocabulary knowledge more expansive than a dictionary definition provided. In so far as the review by Zimmerman (*ibid*) calls for individual learning of English vocabulary, the study recommends that teachers of English be involved in the process of vocabulary learning by explicitly explaining vocabularies.

Anderson, Wilson and Fielding (1998) found a direct correlation with the amount of time spent independently reading and the number of words learnt. They suggest that the more time spent interacting with reading materials the larger the growth in reading skills, which includes a greater knowledge of words and more expansive vocabulary. Sanaoui (1995) studied the vocabulary learning habits of 50 learners over a six -week period and found that they could be divided into those that structured their own learning and those who were either unstructured or reliant on the course to guide them. The key traits that distinguish structured and unstructured learners are shown in *Table 2.1*.

**Table 2. 1: Structured and unstructured learner habits** (Sanaoui, 1995: 24)

<b>Structured Approach</b> ←————→ <b>Unstructured approach</b>	
Self-created/ Independent study	Reliance on course/ Minimal independent study
<b>Range of self initiated activities</b>	
Extensive	Restrictive
<b>Records of lexical items</b>	
Extensive/ (Tends to be systematic	Minimal/ (Tend to be ad hoc)
<b>Review of lexical items</b>	
Extensive	Little or no review
<b>Practice of lexical items</b>	
Self-created opportunities in an outside classroom	Reliance on course

As seen in Table 2. 1, there is a marked variation that exists in the vocabulary study habits of learners. In order to examine the consequences of this, Sanaoui (1995) correlated the results of French vocabulary tests administered to 74 adult learners with three criteria: the learners proficiency levels, the style of tuition and the degree to which the learners structured their learning. Of the three criteria, a structured learning approach was the one shown to correlate positively with vocabulary development. There is ample evidence that the structured learners in Sanaoui’s research refers to learners who employed concerted effort towards English vocabulary learning, while unstructured learners refers to disorganized learners who do not plan their vocabulary learning procedures. In view of Sanaoui’s (1995) literature the most efficient way of improving learners’ vocabulary skills is to develop their ability to work in a structured autonomous manner, as opposed to unstructured approach. Aspects of structured autonomous learning involves a range of self initiated activities and records, review and practice of lexical items. He advocates that learners should initiate activities they decided on. They need to keep records of lexical items they come across. This should be organized in ways that would closely resemble the way it occurs in the real language. Structured learners

would review the organized lexical items more regularly as opposed to unstructured learners. These learners need to put the reviewed items into use. Use of these items should be self oriented and outside the classroom. Implication for this study is that learners who are able to use lexical items appropriately are considered autonomous. In so far as this study sought the role played by agents and in-put materials found in the suggested socio-cultural contexts towards English vocabulary development it also discussed gaps towards autonomy by learners in their vocabulary learning.

Nation (2001) identifies three key elements of autonomous learners: attitude, awareness and capability. Attitude is described by Nation as the most crucial element, yet also the hardest to acquire. It represents the desire to take control of one's own learning. The learners who fall at the structured end of Sanaoui's scale are clearly assuming responsibility for their own learning. In Wenden's (1998) article on the influence of metacognitive knowledge on learning, there is a description of how a learner's attitude to a task will influence the goals adopted for the task. If the learners perceive the task to be beneficial to their learning and consider themselves capable of completing the task, then they will set goals for their activities that will enable them improve in their learning. Alternatively, if they view the task as unsuitable for their development or themselves incapable of completing the task, they will adopt coping strategies to deal with the task as efficiently as possible. The literature, concurs with what the current study argues for. It is clear that the kind of attitude emphasized by learners when the task is easy or beneficial to them is the appropriate one for learning. In support of Nation's and Wenden's work, the study argues for self awareness on the part of learners. Through this they will direct their attention to aspects of learning that will be more beneficial to them. Basically, teachers in an ESL situation should develop the three elements suggested by Nation (2001) in learners to enhance autonomy.



This is the reason the study espoused in its second objective vocabulary teaching methods used by teachers of English in Lower Nyokal Division. It is believed that ESL teachers ought to present various vocabulary learning strategies to learners as a tool box allowing them to be autonomous and to select their remedial action.

## **2.4 Vocabulary Teaching and Learning Methods**

This study as guided by its second objective sought information on the teaching methods used by teachers of English in Lower Nyokal Division, to enhance vocabulary development of learners. In order to successfully build vocabularies the learners' needs and baseline must be taken into account (Pressley *et al.*, 2007). In the light of this, the study views needs to be the teaching requirements that are essential for vocabulary development. The study is cognizant of the fact that learners start at different levels and by using English vocabulary teaching methods, they tend to improve their vocabulary knowledge. According to Allen (1999) English vocabulary instruction should use a variety of approaches, methods and techniques. Reviews by scholars on English vocabulary teaching and learning methods inform the study. In support of Allen's (*ibid*) proposition Baumann *et al.* (2007) also observe that new words are learnt in a variety of ways in secondary school context for instance, through reading literature et cetera. Therefore, the approach to teach vocabulary must include methods that increase the capability of learners in secondary school to learn vocabulary on their own (Nagy and Anderson, 1984). Communicative approach to learning is yet another method which became popular in the 1970s emphasizing a naturalistic, incidental approach to vocabulary learning. Krashen (1982) argued that acquisition is unconscious. It occurred through natural communication and was the only possible way to acquire a language. There is much to be said for naturalistic learning which provides a rich source of comprehensive input. First, this approach closely matches our First Language (L<sub>1</sub>) learning experience, and

appeals to our sense of a normal way of learning a language. There is no memorization of word lists or other rote learning. Furthermore, the sheer number of words to be learned, as well as those with multiple meanings, also suggests a primary role for incidental learning (Nagy, 1997). Paribakht and Wesche's (1996) research suggest that explicit vocabulary instruction cannot hope to cover the same number of forms as incidental learning. The risk with explicit instruction, as is argued, is that it is difficult to provide a sufficient number of encounters with a word for learning to take place. Nagy (1997) states that there is a likelihood of between one in twenty and one in seven that a word will be learned after just one exposure. A review of incidental learning provides insights which enable the researcher infer the best method of vocabulary teaching. Since drawbacks of incidental learning lie in the difficulties of guessing from context and the error- prone nature of context- guessing. Comparatively, Sökmen (1997) suggests a more intentional method of vocabulary instruction, he advocates for direct method of vocabulary teaching. This study makes implication that Sökmen's suggestion provides a continuous basis of comparison between explicit and incidental vocabulary learning. He posits that while learning from context may provide a huge amount of exposure, it is likely that acquisition rates will be slow.

It is important to observe that the Kenyan English syllabus for secondary schools states that the English vocabulary learning is a continuous process. There is no such a thing as a formal vocabulary lesson. Vocabulary is best acquired in contexts through listening, speaking, reading and writing activities (KIE report, 1995). Implication from this review is that incidental learning is what the Kenyan syllabus suggests towards learners' vocabulary development. However, research by Njoroge and Ndun'gu (2014) argue that incidental vocabulary learning may not take place with certain pedagogic background. The current study's second objective sought to explore English vocabulary teaching methods used in an

ESL situation that would enhance vocabulary development amongst Lower Nyokal learners. This study is concerned with the pedagogic background in Lower Nyokal Division and suggestions of improvement on these pedagogies that would enhance learners' vocabulary development.

A combinational approach of both incidental and intentional learning is considered effective towards vocabulary learning. Additionally, time constraints ensure that guessing from context remains among the most valuable skills a learner can possess (Nation, 2003). The 'book flood' studies by Elley (1991) in (Nagy, 1997, and Schmitt, 2000) show the benefit of extensive reading, but other studies investigating combinational methods have shown positive results. Paribakht and Wesche's (1996) study showed greater gains for students who completed vocabulary exercises after reading activities than those who were only given reading work. The stance taken by Paribakht and Wesche informs the study on a combinational approach to English vocabulary learning. The literature indicates that English vocabulary development relies greatly on both incidental learning and explicit instruction. If these two concepts are employed in an ESL situation to teach vocabulary then learners are bound to develop a magnanimous amount of ESL vocabularies.

The current study examined studies by Njoroge and Ndun'gu (2014) on acquisition of English vocabulary among Kenyan learners. Njoroge and Ndun'gu (*ibid*) observed that the Kenyan learners experienced challenges from lexical instruction referred to as explicit method of vocabulary learning in the current study. These learners displayed lack of awareness of subtle differences between synonymous words (Njoroge and Ndun'gu, 2014: 12). Failure to recognize these differences in synonymous words accounts for inappropriate grammar patterns such as:

(e) \*Kamau did not respond/answer/ reply the question

(f) \*The teacher responded our argument

(g) \*He responded the teacher's advice

The omission of a grammatical item *to* (a preposition) in (e) (f) and (g) occur when learners assume that synonymous items share a syntactic frame even in contexts of use where it is inapplicable. The researchers concluded that such inappropriate patterns could be attributed to methods of presentation, both in textbooks which are inputs used for the teaching of English and by the teachers of English.

Further, Njoroge and Ndun'gu (*ibid*) identified deficits of explicit vocabulary instructions by teachers of English. They observed that the teachers of English hardly ever supplied lexical or grammatical information to the language learners when they asked questions on word meaning. They posited that learners in an ESL classroom were not given sufficient lexical information and that even when such information was given, some details were missing. Njoroge and Ndun'gu (2014) observed that inappropriate grammar patterns in (e) (f) and (g) could be interpreted as an indication that learners lack understanding of either semantic, form or syntactic word features. The learner's lexicon implies inadequate knowledge of either form, syntactic, semantic or lexico- grammatical features of the synonymous items. Njoroge and Ndun'gu (*ibid*) emphasized contextualization of lexical items especially when giving meaning and collocate of a lexical item. This position informs the study on areas of concentration when dealing with vocabularies. It is for this reason that the study emphasizes on form, meaning and use of a word. The knowledge of form is considered to be basic knowledge of a word (Melka, 1997), since knowledge of form leads to the use and meaning of lexical items. Inappropriate constructions presented in Njoroge and Ndun'gu's research give implications of inadequate lexical knowledge on the part of learners. This review

presents a gap on imprecise presentation of lexical knowledge. Considerations were made on how Lower Nyokal learners presented their lexical items in their written composition scripts. Examinations of the lexical items were done with reference to Nation's (2001) proposal. He observed that aspects of a word such as form, meaning and use are significant when it comes to word learning. What is most relevant to the current study is the inadequate knowledge of word aspects (form, meaning and usage) as suggested by Nation (2001). The observations on inadequate lexical knowledge on the reviews by Njoroge and Ndun'gu (2014) present a gap that explicit instruction of English vocabularies should be done within the context for the learners to develop them. The study sought to identify these gaps using the second objective in Lower Nyokal Division.

According to Njoroge and Ndun'gu (2014), incidental learning also presented challenges among the Kenyan ESL learners. They observed that input learning materials like the text books had imprecise presentation of lexical information. In most cases, related words were presented to the learners without any explanation on how they are related and in what ways they are different (KIE report, 1987; 1990). The presentation of synonymous items in text exercises does not go beyond the sense relation that is relevant in the textual context. Learners are therefore not encouraged to think of syntactic or semantic contexts in which the lexical items may not be synonymous. Such presentation of words could confuse the learner into thinking that related words are interchangeable in all contexts. Further, the researchers concluded that presentation methodology in the textbook should be reviewed. The study does not appeal for the analysis of learners input materials because of time constraints. However, from this literature, it can be deduced that imprecise presentation of lexical knowledge contributes to inappropriate patterns realized in (e) (f) and (g). The study suggests that a word's morphological aspects contributes to its orthographical and phonological form.

Orthographical form is the focal point of this study. Correct use of form contributes to appropriate constructions which is syntax. If the constructions achieve its communicative purpose then semantics is said to be in application. The study reviewed literature on vocabulary learning strategies displayed by Lower Nyokal teachers to their learners.

## **2.5 Vocabulary Learning Strategies**

Strategy training is one of the concepts proposed in this study as a means towards learners' vocabulary development. Review on this concept is significant to the study since they provide information related to the second objective. Strategy training is one of the suggested instructional methods towards vocabulary teaching the more reason why it is attached to the second objective. This concept is not about training on vocabulary items, it is about training on concepts that would enable learners work on their own. It is a prerequisite concept that vocabulary learners need to be trained on before embarking on vocabulary learning exercise.

Wenden (1998) posits that being aware of strategies that have been taught beforehand, then applying them to present situations is an element of metacognitive knowledge that enhances learning. This view is further complimented by Schmitt (1997) observations that an individual's effort has greater influence on vocabulary acquisition than aptitude. The study puts a strong case for autonomy on learners when it comes to their English vocabulary knowledge. A gap demonstrated here is whether Lower Nyokal learners are presented with English vocabulary learning tools that encourage their autonomy.

Elaborations of Schmitt's (1997) taxonomy of vocabulary learning strategies, classifies the strategies into five groups: determination, social, memory, cognitive and metacognitive. Each will now be examined in turn. Determination strategies involve analyzing the unknown word,

its constituent elements or the surrounding context to determine the meaning. Social strategies can be used to determine word definitions. Classmates and teachers are available sources of information for learners, and they can provide information about L<sub>2</sub> vocabulary in several ways, for example through paraphrases and translations. Memory strategies are those strategies that learners use to aid recall of vocabulary. Schmitt (1997) and Munro (2008) advocate the use of images when learning to form a stronger association with the word and its meaning. When providing students with memory strategies to help vocabulary development, the teacher must encourage them to use these strategies in their own vocabulary learning (Atay & Ozabulgan, 2007). Cognitive strategies are those that focus on the mechanical aspects of learning vocabulary. One cognitive strategy that was commonly employed by learners in Schmitt's 1997 survey of learning strategies was repetition. Metacognitive strategies are those that enable learners develop awareness of their own learning and how they are able to improve most efficiently. Learners should also consider which words deserve their attention most. Since learners usually have a limited amount of time available for study, learning to skip infrequent or obviously technical vocabulary when it is not crucial to overall comprehension will greatly improve efficiency. His improvement on this view indicates that if strategies are indeed trainable then they can be taught to less successful learners (Schmitt, 2000). The research reviewed literature on strategies with a view of incorporating their strengths into vocabulary learning. Emphasis was on learners using already acquired strategies for their vocabulary development in the suggested environments in *Section 2.3*.

It is also important that once the teacher has explicitly taught a range of vocabulary learning strategies, the learners should be encouraged to choose and use the strategies which best suit their learning style (Atay & Ozabulgan, 2007). It is worth noting that learners are endowed with the capacity to learn by themselves and to grow in their learning. What is considered elementary in this study is that if learners are exposed to the strategies discussed, they will develop autonomy towards their English vocabulary learning.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section is concerned with the research design of the study, the study area and the study's population. It also examines the sample size and sampling procedure, data collection techniques and tools. Data analysis criteria, reliability of the instruments and ethical considerations for the study have also been discussed.

#### **3.2 Research Design**

This study adopted a descriptive survey design. This is because it makes use of both qualitative and quantitative data to describe the state of affairs as they exist in the field (Johnson and Onwuegbuzie, 2004). This design is simple and easy to execute yet can yield convenient information needed by the study (Muijs, 2004). Descriptive studies are more than mere data collection; they involve measurement, classification, analysis, comparison and interpretation of data (Kothari, 2004). Detailed information can be gathered by subjecting respondents to a series of items in a questionnaire or interview schedule. The design was used to establish learners' sources of English vocabularies, their socio-cultural influences on learners' vocabulary development and the teaching methods used in an ESL situation that would encourage learners' vocabulary development. Finally, descriptive survey design was useful in the collection of data from a population which is too large to observe directly.



### **3.3 Study Area**

The study was carried out in Lower Nyokal Division in Homa- Bay Town Sub- County in Kenya. Lower Nyokal is among seven other divisions found in Homa- Bay Town Sub- County. Homa- Bay Town Sub- County has its performance index at C plain mean grade and a mean score of 6.43 for the past 5 years (2011- 2015) (cf. Homa- Bay Town Sub- County Education Office report, 2016). *Appendix 2* shows the division's average mean score for the past 5 years. This division for the past 5 years (2011- 2015) has registered a mean score of 5.11 which is C-. The choice of this division is appropriate because its performance is viewed to be lower compared to other division's performance in *Appendix 4*. Lower Nyokal Division has an average score of 5.11 which is C- compared to Upper Nyokal and Asego Division which have average grade of C+ respectively in the past 5 years (2011- 2015). Therefore Lower Nyokal is considered a drawback to the Sub- County and the entire County. According to Homa-bay Town Sub- County Education Office report (2015) this Division has a total of 10 secondary schools with candidate learners of 500 as shown in *Appendix 6*.

### **3.4 Study Population**

According to the Homa-Bay Town Sub- County Education Office report (2016), *Appendix 6* indicate that the 2015 candidates' population of the entire division is 500 students. The study's population was 13 Secondary School teachers of English in the form four classes, 10 accessible form four parents in Lower Nyokal Division and 500 form four learners of English in Lower Nyokal Division, Homa-Bay Sub- County. A total of 50 learners' composition scripts also formed the total population.

### **3.5 Sampling Procedure and Sample Size**

The study is both qualitative and quantitative. However, qualitative study is not concerned with how representative the respondent sample is, instead the focus is to find individuals who can provide rich and varied insights into the phenomena under investigation so as to maximize what we can learn (Dornyei, 2007). Likewise as Patton, (2002) argues, small sample sizes are selected purposively for in-depth study. The study utilized multi-stage sampling since various sampling techniques were used to obtain different units. In this study, units to be sampled were; learners, parents, schools, teachers and learners' composition scripts. Each of these units was sampled using its own technique until a desired sample size was obtained.

Purposive sampling was used to select the form four learners in Lower Nyokal Division because these learners are at the upper level of secondary school cycle. Evaluation of vocabulary development by the learners at the highest level of education cycle is appropriate. Since they have been in the system for a long time, they are expected to have mastered adequate vocabularies to enable them proceed to university or other institutions of higher learning. This would enable them communicate appropriately as suggested by Kenya Institute of Education (KIE) report (2002).

Stratified random sampling was used to categorize schools in Lower Nyokal into subgroups such as Mixed Secondary Schools, Boys' Secondary Schools and Girls' Secondary schools. The research acknowledges that secondary schools in this region are of different types. However, the study did not consider different levels of socio-cultural influence specific to a given type of school due to time constraints. The study's intention was to record socio-cultural influence on learner's vocabulary development with regard to those that are at the

upper cycle (form four). Once the schools had been stratified, the researcher conducted quota sampling with an aim of including each member group in the study. Therefore, quota sampling enabled the researcher pick a school type from the subgroups and was given reference as school A, B, and C respectively. These schools had candidate population of 80, 30 and 58 respectively.

According to Gall, Borg and Gall (2003) at least 30% of the total population is representative enough. Thus 30% of the accessible population is enough for a sample size. Thirty percent of the form four students from the three sampled schools were obtained. School A had a population of 80 students in form four class. Thirty percent of 80 students gave 24 students. School B had a total of 30 students in form four class. Therefore, 30% of 30 students gave 9 students from school B. School C had 58 candidates, thirty percent of this class gave 17 students. The calculated 30% of the candidates from the sampled schools (24+9+17) put together formed a sample size of 50 learners of English from the three sampled schools in Lower Nyokal Division.

Systematic random sampling was used to select students from their class registers. Once 30% of form four students in selected schools were sampled, the figure was divided by the total number of students in class respectively to find out the interval at which learners were to be selected from class registers. School B, for instance had 9 being divided by 30 which is the total number to get an interval of 3.3 which was rounded off to 3 since human beings are whole. The same interval was arrived at for the other two sampled schools. This meant that after every interval of 3 a student was selected to form the sample group.

Purposive sampling technique was used in identifying teachers and parents who were key interviewees from the social domain. Typical case sampling was used to obtain three teachers of English who teach form four classes. Teachers of form four are considered familiarized with the expression levels of these learners at the upper cycle. Therefore, three teachers of English who handled form four were purposively sampled from the already sampled school A, B and C. Critical case purposive sampling was used to obtain three form four parents who were educated at least up to form four level and lived in Lower Nyokal. In critical case sampling the researcher expects that studying one or just a few cases will reveal insights that can be applied to other cases. Samples of 3 parents were interviewed to provide information about home as a social domain.

### **3.6 Data Collection Techniques**

Data collection on learners and teachers started in August 2016 to January 2017 and lasted six months. The study obtained data majorly from primary sources. The tools used to obtain data were questionnaires, interviews and photocopies of extracts from learners' composition scripts. The tools are attached on *Appendices 7, 8, and 9* respectively. Arrangements were made on how to administer the students' questionnaire and the interview schedule to the teachers of English from the sampled schools and the identified parents. The collection procedure has been discussed in the following sub units; questionnaires, interviews and composition extracts.

#### **3.6.1 Questionnaires**

The questionnaires were responded to by the 50 sampled learners from schools A, B and C. The researcher integrated both the structured and unstructured questions to formulate the

questionnaire attached in *Appendix 7*. These questions were formulated to reveal what the study sought to obtain in the objectives. The questionnaire composed two parts: the first part was on demographic characteristics of the learners, part two sought to obtain information on vocabulary sources and socio-cultural influences on learners' vocabulary development and the teaching methods used in the sampled schools in Lower Nyokal Division. The researcher visited the three sampled schools at different times and before distributing the questionnaire to the respondents, guided them on how to complete the questionnaire. The learners completed the forms within twenty minutes since they were busy with learning. The responses have been discussed in the data presentation and analysis section.

### **3.6.2 Interviews**

The researcher designed a semi-structured interview schedule to obtain data from parents and teachers. Sampled population of three teachers from school A, B and C were interviewed. Parents were also interviewed using a semi-structured interview schedule to establish influences emanating from home. Parents provided responses in languages they were conversant with which were dholuo and Kiswahili. The researcher provided English translations of responses which were in vernacular language. The structured questions on one hand were to assist the researcher in obtaining data on the study's objectives which were to establish: vocabulary sources and the socio-cultural influences on learners' vocabulary development and the vocabulary teaching methods used by teachers of English towards learners' vocabulary development. Open ended questions on the other hand, were to enable the researcher get in depth information on the topic of study. The interview schedules were designed to take at most twenty minutes with the respondent as they were teachers busy with their duties. The teachers' interview schedule is attached in *Appendix 8*, while that of parents' was attached in *Appendix 9*.

### **3.6.3 Composition Extracts**

Learners sampled from the three selected secondary schools were requested to participate in composition writing which had a beginning sentence which read; *As I walked towards the gate holding the brown envelope the principal had given me, I wondered how I would face my father with such an envelope....* Fifty learners participated in this composition writing which took 40 minutes per session. The researcher obtained a total of fifty scripts from the sampled schools, a sentence was obtained from each script for analysis. Photocopies of the scripts were obtained for analysis and were attached in *Appendix 12*. Word aspects proposed by Nation, (2001) formed the focal point for the study. Aspects such as form, meaning and use were analyzed. The learners' written compositions were analyzed in terms of spelling, context and co-text of use and whether the intended meaning was achieved in the use.

### **3.7 Data Analysis**

Data from completed questionnaires were scrutinized then coded for computer analysis using statistical package for social sciences (SPSS). The data editor window was used to record all the data to be analyzed. Quantitative statistics in form of percentages and frequency counts were used in tabulating data from the questionnaires. The collected data from questionnaires, interviews and composition extracts were organized into themes. The themes were as follows; vocabulary sources and their socio-cultural influences and vocabulary instruction.

Using Murcia's (2001) vocabulary teaching methods framework, the study drew tenets of explicit, incidental and strategy training concepts which have been used to identify the

influences of the various contexts as; school, home and family on learners' vocabulary development.

### **3.8 Reliability of the Instruments**

A pilot study was conducted in 3 schools in Asego Division. Questionnaires were administered randomly to 10 learners of form four classes from each of the three selected schools. Modifications were made on the questionnaire and a final copy developed for use in the study. The following questions in the instrument were corrected: (a) \*Do you speak English language at home?

This question was viewed to be limiting and that the only answers it would attract were Yes/No. It was corrected to be, *which language do you speak in while at home?*

(b) \*Why don't you speak English language at home?

This question was examined to have presumed a lot about the learners. One assumption it had made is that all learners do not use English language at home. It was revised to read, *why do you prefer to use other languages and not English while at home?*

(c) \*When do you find the meaning of the new words?

The researcher considered time interval implicated in this question not crucial of a vocabulary, but what was important was its mastery and retrieval for use. So this question was done away with from the questionnaire.

Three teachers of English were also interviewed from the selected schools and a pilot study of the interview schedule was done. Interview questions such as; \*Do you take learners through reading sessions? Was too general, what learners read was not specified. Consequently, it was corrected to; *Do you take students through story book or novel reading sessions?* \*What are the socio- cultural influences on learners' vocabulary development? This

question was too wide since there are several socio-cultural aspects that may influence learning. It was further narrowed down to, *What are the influences of sources such as home, family and school to learners' vocabulary development?* The instruments were corrected and improved versions of the questionnaire and interview schedule were then prepared so that only items considered relevant to the study were taken for the study. The three schools and teachers were not included in the main study to avoid subjectivity of responses.

### **3.9 Ethical Considerations**

Informed consent is the cornerstone of ethical research (Cassell & Young, 2002). The important aspect of this is the quality of information provided to potential subjects. The researcher is cognizant that cultural issues more so with regard to home and family domain are sensitive and private. More so, ethics in educational system needs to be considered because every child has a right to an uninterrupted education. Such issues call for ethical responsibility to be adhered to. Key ethical principles such as respect, informed consent, honesty and anonymity were employed by the researcher. Ethical approval attached on *Appendix 12* was obtained from Maseno University Ethical Board.

The researcher provided an information sheet to the principals of selected schools in Lower Nyokal Division who read and gave their consent by appending their signatures. The signed consent forms were read to the learners who verbally assented. Further, the same forms were consented to by teachers of English from selected schools in the Division. This sheet contents have been attached on *Appendix 6*. The researcher invited subjects to participate voluntarily. Completion and return of questionnaire or responses to interview questions constituted consent to participate in the research study. Since subjects volunteered to be in the study their withdrawal from the research at any time did not attract any penalty. Further, the subjects



who refused to answer some questions or felt some discomfort at responding to some questions were free to skip the questions yet still remained in the study. However, the researcher had the authority to withdraw a subject from the research if a circumstance arose that warranted doing so.

The researcher protected the respondents' identities and responses from the public domain. Assurances were made that identities of subjects were to be concealed through the assignments of codes in data analysis and through out discussion in the study. Schools were coded as (A, B, C), teachers as (Respondent A, B, C) and parents as (Respondent 1, 2, 3). The data was stored in the researcher's password protected computer, and were to be destroyed after a period of approximately 3 years. In any case the results were to be published or discussed in conferences, no information would be included that would reveal the subjects' identity. In relation to ensuring that respondents are shown fair treatment and justice, each individual was treated equally without judgment or prejudice.

Finally, the study did not anticipate risks to subjects' participation. Therefore, the study did not provide any payment or direct benefit to participants. However, the study's overall goal has pedagogical and theoretical implications for applied linguists and educators in English as a second language. Worth mentioning is that honesty principle has been employed by the researcher to disseminate the findings of the study without any alterations.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents, analyses and discusses the data collected from a study whose design was descriptive survey in nature and whose objectives were to: establish sources of English vocabularies and their influence on secondary school learners' vocabulary development and explore vocabulary teaching methods used by Lower Nyokal Division teachers of English. Data has been presented according to the objectives of the study under the following themes: sources of vocabularies and their influence and vocabulary instruction.

#### **4.2 Sources of English vocabularies and their influence**

According to Lustig and Koester (1999) culture is learnt from the people you interact with. It is also taught by the explanations people receive from the natural and human events around them. Clearly, the suggestion by the two scholars reveal that culture is an integrated concept whose components are realized within the social domain. The social domains in this study refers to home family and school environment. Language is one of the cultural component that requires the social domain for it to be actualized. Further, they posit that language as cultural has to be passed down or taught to people for communicative purposes.

Biggs' 3-p (1989) conceive learning to have 3 components; presage, process and product. The study integrates socio-cultural environment with the presage component. Presage refers to what happens before learning. Socio-cultural environment is distributed to two categories; home and family environment on one hand and school environment on the other hand. These environments have agents that serve as in-input materials towards vocabulary development.

Murcia’s (2001) conceptual framework advocates for incidental learning as a method towards vocabulary development. This study advocates that incidental learning occurs unconsciously through communicative activities (Krashen, 1982). It was significant to present data on communicative activities that take place in the suggested environments thus home, family and school. In an open- ended question attached in *Appendix 7* learners were asked which language they spoke in while at home. Responses by learners were grouped according to responses in *Sample 4.1*. These responses were tabulated in *Table 4.1*.

**Sample 4. 1**

**Question:** Which language do you speak in while at home?

**Response 1:** I speak in my mother tongue

**Response 2:** I speak a mixture of English, kiswahili and mother tongue

**Response 3:** I speak English

**Table 4.1: Language used at home**

<b>Languages</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative (%)</b>
English	10	20	20
Mother-tongue (Dholuo, Ekegusii, Luhya)	30	60	80
Mixture Language (English, Swahili, 10 Mother-tongue)	10	20	100
<b>Total</b>	<b>50</b>	<b>100</b>	

It was observed in *Table 4.1* that 60% of the Lower Nyokal Division learners used their mother tongues (Dholuo, Ekegusii or Luhya) while at home while 20% of the learners used mixed language while at home and the remaining 20% confirmed that they used English at home. To complement this data on language spoken at home, parents response to the interview question on the language used at home revealed responses in *Transcript 4.1*.

#### **Transcript 4.1**

**Question:** Which language do you speak in with your child when he or she is at home?

**Respondent 1:** Dholuo ema wawachoga mangeny saa moro wawacho Kiswahili, kisungu no be saa moro wariyo wakiko. [In most cases, we speak Dholuo, and sometimes Kiswahili, at times we fix and mix that English.]

**Respondent 2:** Sisi tunaongea Kiswahili. [We speak Kiswahili] Oooh na kijaluo? [What of Dholuo?] aah kijaluo wanakoroga wanaingiza hapo ndani. [Ooh they mix Dholuo within their communication.]

**Respondent 3:** Wan wawacho dholuo, [We speak Dholuo], nyaka joma dhi skul gi be [Including those who go to school?], eee en mana ni seche moko to wadiro Kiswahili kata kisungu matin matin. [Yes, only that at times we throw in Kiswahili and some English.]

Lustag and Koester (1999) opine that language as a cultural element has to be passed down or taught to people for communicative purposes. These responses by parents confirm learners' linguistic background. In *Transcript 4.1*, *Respondent 1* and *3* specify mother tongue to be Dholuo that dominates their communicative activities with minimal use of Kiswahili and

English. *Respondent 2* indicates the use of Kiswahili language at home however, she also points out the use of dholuo at home. Parents within Lower Nyokal region have revealed that Dholuo is frequently used for communication purposes. An implication from this observation is that most learners in Lower Nyokal use Dholuo while at home. Since two out of the three respondent admitted frequent use of Dholuo language with minimal instances of English and kiwahili use, this data corroborates learners' response in *Table 4.1* which pointed out that 60% used mother tongue. It is therefore important to suggest that majority of Lower Nyokal learners do not use English language with their parents.

The study's conceptual framework advocates for incidental learning as a method towards vocabulary development. According to Krashen (1982) incidental learning takes place unconsciously through communicative activities. Similarly, the study puts forward that communicative activities in English language are sources of English vocabularies. Responses in *Table 4.1* and *Transcript 4.1* indicate majority of Lower Nyokal learners do not use English language at home. It can be implied that the learners limited their exposures to English vocabularies since they did not extend their engagement with English language at home. Information was sought on why learners preferred to use mother tongue and other languages and not English at home? In *Appendix 7* question two attracted response from learners who revealed not to be using English at home as seen in *Table 4.1*. The responses were presented in *Sample 4.2*.

#### **Sample 4. 2**

**Question:** Why do you prefer to use other languages and not English while at home?

**Response:** Because there is no one to speak with in English language.

It was established that the 60% of Lower Nyokal Division learners who preferred speaking in mother tongue at home as in *Table 4.1*, admitted that there was no one to speak in English with while at home. 20% of the learners who mixed English with Kiswahili and mother tongue affirmed that they used the mixed variety with their parents and friends back at home. Responses by parents in their interview schedule affirmed the use of this mixed variety amongst Lower Nyokal secondary school learners. Parents' responses were presented in *Transcript 4.2*.

#### **Trascript 4. 2**

**Question:** Which language do you hear them communicate in with their friends in the home surrounding?

**Respondent 1:** Gikiko giwacho dholuo giwacho, giwacho Kiswahili, kisungu be giwacho.

[They mix languages, they speak dholuo, they speak Kiswahili, and English is also spoken.]

**Respondent 2:** Sasa vile wanaanza shule ndiyo wanaendelea kuwa wakubwa ndiyo wanaanza kuongea Kiswahili na kiingereza. [Now as they begin going to school they continue growing and they begin speaking in Kiswahili and English.]

**Respondent 3:** Wan wawacho dholuo, [We speak Dholuo], nyaka joma dhi skul gi be [Including those who go to school?], eee en mana ni seche moko to wadiro Kiswahili kata kisungu matin matin. [Yes, only that at times we add in Kiswahili and some English.]

The three interviewed parents confirmed in *Transcript 4.2* the use of mixed languages (Dholuo, Kiswahili and English) amongst their children who are in secondary schools. It is

worth noting in this study that majority of Lower Nyokal secondary school learners do not use English at home, since in *Sample 4.2* most of them reported not to have people to communicate with in English language. This assertion is confirmed when two out of the three sampled parents in *Transcript 4.1* report to be using other languages which are not English to communicate with their children. Communicative activities in the target language would encourage incidental learning of that language's vocabulary. The study's incidental learning concept is viewed to be attainable through exposures to communicative activities in the TL. The use of mixed variety revealed by the 20% in *Table 4.1* is further ascertained by parents' responses in *Transcript 4.2*. These responses conform to literature by Athimoolam and Kibui (2012) in their analysis of Kenyan learner's proficiency in English. The study picked on part of their suggestion which was considered applicable. The study in support of Athimoolam and Kibui's (2012) observation highlights that most learners do not practice English after school because the lingua franca that is used in most homes is either Kiswahili or vernacular. Most of these learners spend a lot of time with their friends in the neighbourhood where they speak a mixture of Dholuo, Kiswahili and English. Athimoolam and Kibui (*ibid*) proposed that 'Sheng' is a mixture of English, Kiswahili and many local languages. This proposition is a justification for consideration of the mixed variety in this study as 'Sheng'. Since speaking of 'Sheng' hampers the development and mastery of English (Athimoolam and Kibui, 2012), this assertion can be assumed for the current study. *Table 4.1* and *Transcript 4.2* reveal results that point to use of mixed language by Lower Nyokal learners. It can be implied that mixed variety observed interfere with communicative activities in the Target Language. However, unlike use of 'Sheng' (mixed language) in the urban area, in Lower Nyokal Region mixed language is characterized by language of the catchment area; *Transcript 4.2* [*Yes only that at times we throw in Kiswahili and some English.*] This research did not delve into the differences in the types of 'Sheng', but it

suffices to say that ‘Sheng’ in the rural is characterized with a lot of vernacular mixture compared to ‘Sheng’ in the urban areas like Nairobi.

Further, Athiemoolam and Kibui (2012) observed that the environment at home does not assist these learners to acquire the communication skills in English. There is a corroborative evidence for this assertion in the study, because *Table 4.1* indicates that 60% of the sampled learners used mother tongue at home. Two parents in *Transcript 4.1* confirmed utilization of Dholuo by most learners in Lower Nyokal. It is interesting to note that most learners in Lower Nyokal do not use English at home, most of them speak in vernacular languages as revealed in *Table 4.1* and *Transcript 4.1*, while some speak in mixed language with their parents and friends in the neighbourhood. The study recognized language as a cultural component used in social domains as home and family. It also supports the notion that language is passed down or taught to people for communicative purpose (Lustag and Koester, 1999). Therefore, parents are considered as the preparatory teachers of their children’s’ literacy (Sarage and Egerton 1997). It is revealed in *Transcript 4.1* that Lower Nyokal parents do not engage in communicative activities with their children in the English language. These parents fail to provide a stimulating environment that encourages literacy in the target language. It was established that since they did not exercise more talking in the target language, family environment did not favour English language development. Similarly, it was significant to mention that communicative activities are sources of vocabularies therefore, Lower Nyokal learners who never extended their interaction with English language while out of school, experienced limited exposure to the language. It can be implied that these learners’ experience with English language ended with English textbooks or classroom based activities.



More talking in the target language as was extended from Hart and Risley's (1995) view, encouraged vocabulary development. The study argues that learners whose linguistic environment is majorly English may exhibit greater use of English words in various contexts, while those from different linguistic environments may experience difficulty in participating in the language environment in classrooms (Tough, 1982).

Human potential for language is based on human biology, but makes requirements of the socio-cultural environment to be realized (Njoroge and Ndun'gu, 2014). Lustig and Koester (1999) also posit that language is a cultural component that is learnt from the people you interact with. Implication from this review is that human capability to learn a language is greatly influenced by what is made available by the environment. Such influence can be measured if the target language is used for communicative activities in the suggested environments. To establish the influence of different linguistic environment to individual's communication endeavours, teachers' response on background language influence was sought. Their responses were presented on *Transcript 4.3*.

### **Transcript 4.3**

**Question:** In your view what influence learners mastery of English language?

**Respondent A:** When learners speak a lot of mother tongue, this influences their mastery of English language.

**Question:** Are there examples you could give as citations?

**Respondent A:** O.k. let me start by the Luo language I think I told you initially that majority are Luos. The most difficult thing we find when we try to teach them on how to pronounce certain words, there is a lot of Luo influence. You will realize that most

of Luos cannot pronounce [sh] for example when we tell them to pronounce [fish] they pronounce it as /fɪs/. Surprisingly these learners will pronounce it as /fɪs/ then when you check their writing you'll find that they have written the correct thing you were looking for. They will write the correct spelling of [fish]. It is a matter of pronunciation that makes them to be like that. In that case the Kisii/ Ekegusii they also have that pronunciation problem. They mix the /l/ and the /r/ when pronouncing /rɪ'reɪʃnʃɪp/ it is very difficult for them to pronounce but when you tell them to write the word [relationship] they'll write it very well.

**Question:** In your view what influence learners mastery of English language?

**Respondent B:** Background language does influence mastery of English language...yeah... it does that background language affects their development in English it affects a lot.

**Question:** Are there examples you could give as citations?

**Respondent B:** Mmmh... say for example you have a student that you expect to construct a sentence but then this student maybe has got a point but does not contribute in class because of limitations in the language.

**Question:** In your view what influence learners mastery of English language?

**Response C:** Given that most of them tend to use mother tongue the main influence is mother tongue interference a part from that they lack practice of spoken English language.

**Question:** Are there examples you could give as citations?

**Response C:** O.k. we find that when they are now subjected to writing work they cannot write good tenses, they cannot come up with a bank of words so that they get good

vocabularies and they cannot express themselves while speaking verbally either to their teachers, or to others among themselves.

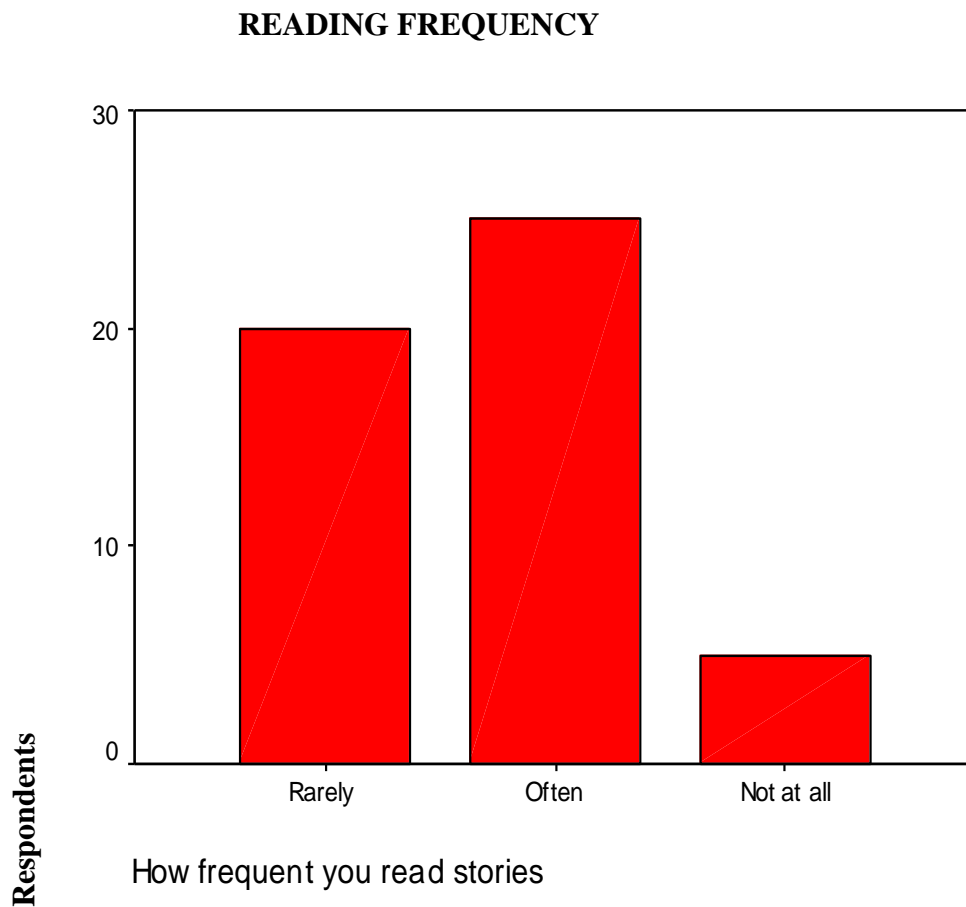
*Transcript 4.3* shows Lower Nyokal Division teachers responses with regard to influence of learners' background language to their English vocabulary development. The study makes the following observations *Respondent A* has heightened background influence on pronunciation which is a phonological aspect of a language. He expressed difficulty when it comes to teaching pronunciation; the Luos and Kisiis will have pronunciations such as /fɪs/ for /f<sup>l</sup>/ and /lɪ'leɪnɪp/ for [relationship] respectively. Implications according to this study were that such expressions displayed deficiency in speaking, and if a learner delivers speech with such deficiency then the speech will be distorted. *Respondent B* has talked of fear on the part of a learner who comes from a different linguistic background. The observation here fills the gap that was obtained from Faltis and Hudelson's (1998) proposition that children from a diverse linguistic backgrounds experience socialization mismatch when they go to school.

Biggs' 3- P conceive the first component to be presage. This stage indicates what happens before learning. The study views communicative activities out of classroom as to be before learning (presage). Home and family present environments that may enhance English vocabulary development, if the target language used. The study sought to establish the language used for communicative activities within home and family contexts. The study has established in *Transcript 4.1* that most learners in Lower Nyokal use Dholuo at home. It is clear here that such learners will experience difficulty in participating in the language environment in classrooms (Tough, 1982). *Respondent A* highlights difficulty with pronunciation an aspect of phonology which refers to speaking skills, *Respondent B* indicates difficulty when it comes to classroom participation, while *Respondent C* shows difficulty when it comes to writing and

verbal expression. It is in view of these observations that the study contends that because most secondary school learners in Lower Nyokal never extended their engagement with the English language in their home and family settings therefore, their written and speech work gained a lot of influence from their background language. It can be implied that vernacular languages spoken in Lower Nyokal Division never favoured communicative activities as sources of English vocabularies. The vernacular languages influenced learners' English language mainly phonologically, syntactically and semantically as shown in *Transcript 4.3*.

Murcia's (2001) implicit concept of vocabulary learning proposed in this study is not only attainable through languages spoken at home, but is also achievable through exposures to literature in story books, novels, newspapers, journals and even the press. Learners could listen to English radio programs and watch English television programs for it is important to observe that such exposures may take place both at home and in the school environment. Further, Baumann *et al.* (2007) posit that new words are learnt in a variety of ways in secondary school context for instance through reading of literature et cetera. Pappas (1976) notes that a variety of experiences, trips, visits, books, pictures, narrations and questions answered all contribute to reading ability. Such inputs furnish their background of vocabulary development. The researcher sought to establish whether learners of Lower Nyokal Division read English storybooks or novels frequently. The responses on learners' questionnaire are displayed in *Figure 4.1*

**Figure 4.1: Reading Frequency of storybooks or novels**



**Frequency of Reading**

Results on frequency on how learners read storybooks or novels revealed that 25 out of the 50 sampled learners often read storybooks or novels, 20 of the sampled learners rarely read story books and only 5 respondents never read at all. The study highlights that according to Saragi, Nation & Meister (1978) that successful means by which native speakers develop the majority of their vocabulary is through extensive reading. Plenty of interesting reading input materials availed to learners is an effective way of building vocabulary knowledge. Responses on *Figure 4.1* revealed that 50% which is half of the sampled learners in Lower Nyokal Division engaged in reading storybooks frequently. The study concluded that most learners in Lower Nyokal Division employed concerted effort towards their English

vocabulary development. To compliment this data on reading as a major source of English vocabulary for learners, teachers' response to interview schedule attached in *Appendix 8* were sought. Teachers provided responses in *Transcript 4.4*.

#### **Transcript 4.4**

**Question:** Do you take students through reading sessions?

**Respondent A:** Actually that is where we find them with problems, we do take them through the reading sessions and more so the comprehensions they must read them in class. Sometimes we read the set books in class you know... the Sub- County schools, you must read with them every...from page to page up to the end of the text. So when they read you get the mother tongue influence.

**Question:** Now... does this reading stop in class? Do you proceed/ do you have a library?

**Respondent A:** Yeah we have a library in fact we even have a journalism club in our school that one, also help them to develop their vocabularies, sometimes they report what they have seen during sports at the assembly, and they also go to the library to read and we involve them in reading... they read a lot.

**Question:** How do you conduct the reading session?

**Respondent A:** Mmmm.... We do it in the classroom during English lesson. One student reads out loudly as others follow silently.

**Question:** Do you take students through reading sessions?

**Respondent B:** Yes I do

**Question:** Does reading stop in class... or does it proceed to some other areas? Do they read in the dormitories, do they read in the library or is it just limited to class?

**Respondent B:** Aaah... reading is not limited to class. We read in class, they also read in the library. It extends, it goes beyond class.

**Question:** How do you conduct it? Do you read story books or novels? What basically do you read in class?

**Respondent B:** Mmmh at form one level we have class readers aaah! We have story books like Moses and the genes. We introduce them to such books at form one level. At form two, we introduce the set books that are recommended by the government/ ministry aaah... so we take them through reading.

**Question:** Do you take students through reading sessions?

**Respondent C:** Yeah I take them through reading session.

**Question:** Does reading stop in class?

**Respondent C:** Reading goes on even during free time in their timetable, some may choose to read in class, while some would go outside.

**Question:** Okay how do you conduct the reading session?

**Respondent C:** They read the text books that is the English text books especially the new integrated, excellent text books that we use to teach English apart from that they read the essays based texts that are normally examined.

In *Transcript 4.4*, *Respondent A* revealed that he took learners through reading of comprehensions and set books page after page. *Respondent B* showed that they had class readers at form one level and introduced the stipulated set books at form two level. *Respondent C* also confirmed the reading of English textbooks and essay based texts. Enough evidence has been provided from the teachers' response showing that they supported reading exercises by taking learners through storybook or novel reading sessions in an ESL classroom. Two teachers also reported that reading was not only restricted to the classroom but rather could go beyond class thus extended to the libraries found within the school context. Elly, (1991) in Nagy, (1997) and Schmitt, (2000) posit that benefits of extensive

reading are numerous. It is clear in the study that this is an implicit concept of vocabulary learning. Reading is one of the means towards learners' vocabulary development. It has been pointed out that data from teachers' interview in *Transcript 4.4* is consistent with the learners' response in *Figure 4.1* on reading exercises. Both data are consistent in the sense that, they reveal how learners are exposed to vocabularies through their reading exercises. However, the current study suggests that input materials such as English textbooks need to be available for use in the suggested environment. Teachers response were restrictive to school context, information on availability of input materials at home was sought from parents. Parents' responses were revealed in *Transcript 4.5*.

#### **Transcript 4.5**

**Question:** Awinjo kiwacho buge kizungu, migao mane mitimo kaka janyuol mondo

mi nyathi on'ge kizungu? [I have heard you talk about books of English, which measures do you employ as a parent to enable a child know English?]

**Respondent 1:** Atemo nyieo buge moko kanyo mag kizungu, moko be imiyo gi e

sikul. [I try buying some English textbooks, some are also provided in school.]

**Question:** Na je kuna mikakati ambazo umeweka kuzidi ile kazi wanaopewa shuleni?

[Are there other measures apart from those given in school?]

**Respondent 2:** Hakuna [nothing]

**Question:** Kare in migao mane ma itimo mondo nyathini on'ge dhumo kizungu? [Then what

part do you play to enable your child speak eloquently in English?]



**Respondent 3:** Eee... dhum to ber ndi an kasechulo fee, nyathi ema koro obedi e skul mondo opuoje dhum, an aonge gima anyalo timo nikech an tichna en manyo fee. [Yes speaking eloquently is very nice, once I have paid fee, it is upon the child to be in school to be taught how to speak eloquently, I have nothing to do because my work is to pay school fee.] Fee kende ema ichulo ma kata buge ma isomo gi ok inyieo? [You only pay fee, do you buy books to be read] Eee buk be anyieo, to kata kamano n'geny buge to giyudo e skul. [Yes I buy books, even though most of the books are found in school.]

The first respondent admits to be buying some books, the second puts no measures apart from what is done in school. Finally, the third respondent's emphasis is on paying school fees, it is only upon enquiry that she admits to be buying books though most are given in school. There is clear observation that even though two of the parents supported reading exercises by providing English textbooks, they did not consider it mandatory since the schools provided the textbooks. Following these observations, it can be said that parents are not cognizant of their roles as input providers. Data in *Transcript 4.5* corroborates that in *Transcript 4.1* because parents in both instances reveal responses that do not qualify home and family as sources of English vocabularies. If input materials such as English textbooks are availed to learners at home then they would extend their engagement with English language thus exercising incidental learning.

According to Murcia (2001) incidental learning concept indicates that vocabulary learning is not restrictive to a given environment. It can take place within the family, at home and school. Contributions in *Transcript 4.5* were crucial as they provided insights that home and family environment may not be sufficient sources of English vocabularies. To ascertain this assertion the study explored other exposures; use of television and radio that would enhance

vocabulary development (Pappas, 1976). Parents' interview schedule attached on *Appendix 9* revealed responses in *Transcript 4.6*.

#### **Transcript 4.6**

**Question:** To be uneno TV kata winjo Radio eod u ka? [Do you watch the television or do you listen to radio in your house?]

**Respondent 1:** TV pok wanyieo Radio tonitie. [We haven't bought a television but we have a radio]

**Question:** Station mane ma uhero winjo eod u ka? [Which station do you like listening to in your house?]

**Respondent 1:** Wan wahero winjo Radio Ramogi. [We like listening to 'Radio Ramogi']

**Question:** Je nyinyi husikiliza radio au hata kuona runinga? [Do you listen to radio or the television?]

**Respondent 2:** Sisi tunasikiliza radio tu, bado hatuna runinga. [We listen to radio only]

**Question:** Na ni stesheni zipi ambazo nyinyi husikiza? [And which station do you listen to]

**Respondent 2:** Mzee yeye yake ni Ramogi tu na mimi kwa vile nimeokoka napenda sana kusikiliza radio Kisima na Sayare tu. [My husband is the only person who listens to 'Ramogi' because I am saved I love to listen to radio 'Kisima and 'Sayare' only.]

**Question:** Na watoto pia husikiliza radio? [Do the children also listen to radio?]

**Respondent 2:** Si mara nyingi... [Not always]

**Question:** To be un gi TV kata radio eot ka ma uneno kata uwinjo? [Do you have a television or radio in this house that you watch or listen to?]

**Respondent 3:** Tv nitie to ndalo sikul ok ahero ni mondo nyithindo one, nikech gintie gi tije man'geny mag sikul ma onego gitim. Radio matin to mara ma awinjo go Ramogi e gul kora kocha kasedhi nindo. [We have a television but during school sessions I do not like children watching TV, because they have a lot of work from school that they should concentrate on. The small radio is mine which I use for listening to 'Ramogi' in my bedroom once I have gone to sleep.]

Findings from *Transcript 4.6* revealed that two out of the three sampled parents did not have a television, only one parent had one but did not allow its' watching during school session. All the sampled parents in Lower Nyokal claimed to be possessing radios, however did not listen to English programmes. Observations from *Transcript 4.6* failed to meet suggestions by Pappas (1976), that a variety of experiences, trips, visits, books, pictures, stories told and questions answered all contribute to reading ability. Media programmes in the target language would favour incidental vocabulary development. If Lower Nyokal parents did not tune into English programmes in radios and television or did not allow their children to watch the Televisions as claimed, then they limited exposures to English vocabularies.

The study concluded the first objective by pointing out that learners obtained their vocabulary for use from the three suggested environments that is home, family and school. Home setting includes the family and the society at large. Home and family environments that encourage communicative activities and provide input materials as English textbooks and radios and television in the target language contribute towards learners' vocabulary development. The observations in *Table 4.1*, *Transcripts 4.1* and *Transcripts 4.2* reveal that majority of Lower

Nyokal Division learners used Dholuo back at home since it formed their linguistic background. Some of these learners utilized a mixture of Dholuo, Kiswahili and English in *Transcript 4.2*. The first objective was to establish English vocabulary sources, the findings indicate that communicative activities in the family and at home were not appropriate sources. Further, in *Transcript 4.5* parents never considered provision of English textbooks as an obligation but schools'. Parents also limited exposures to English programmes since they preferred Dholuo Radio stations. Failure to extend learners engagement with English language out of school does not only impede their English vocabulary development but also influence other language aspects as phonology, syntactic and semantics as shown in *Transcript 4.3*. The school environment is viewed to facilitate English vocabulary development, teachers responses in *Transcript 4.4* confirm that learners are taken through reading sessions. Krashen (1982) observed that acquisition is unconscious and that it occurs through natural communication. The study draws insights from this proposition in that it admits that reading story books and novels frequently as revealed in *Figure 4.1* contributes to incidental learning. Similarly, findings on reading activities qualify Saragi, Nation & Meister's (1978) proposition that successful means by which native speakers develop the majority of their vocabulary is through extensive reading. Further, they established that plenty of interesting reading input materials if availed to learners are effective ways of building vocabulary knowledge.

In so far as the study advocates for incidental learning, it also takes consideration for explicit vocabulary learning as proposed by (Murcia, 2001). The study holds to the view by Nation (2001) that knowledge of a word does not occur simultaneously. Knowledge of the spelling aspect may be learnt before meaning and use (Schmitt, 1998). Therefore, knowledge of word aspects (form, meaning and use) need to be explicitly highlighted to learners. This is the

reason why Paribakht and Wesche's (1996) opinion were considered. They suggested that input material need to be restructured to enhance comprehension. Further, they observe that learners who completed vocabulary exercises after reading work showed greater gains of vocabularies. Therefore, the study sought information on activities that followed reading activities. These activities were referred to as follow up activities in the study and were presented under the second objective which was examined under vocabulary instruction theme.

### **4.3 Vocabulary Instruction**

Vocabulary learning is the result of direct instruction in the rules of a language (Hynes, 2007). It is opposed to acquisition which is quite subconscious. Hynes (2007) observes that acquisition takes place in children who are unaware of grammatical rules. In acquisition emphasis is on text of communication and not form. In vocabulary learning students have conscious knowledge of the new language and can talk about that knowledge. It is important at this point to observe that vocabulary learning describes the same phenomenon as vocabulary development.

In support of the proposition held by Bartoo (2004), the study suggests that teaching would eliminate mother tongue influences on pronunciation, classroom participation, writing and speaking activities as revealed in *Transcript 4.3*. Application of the three concepts drawn from Murcia (2001) in the suggested environments would enhance English vocabulary development. It was viewed that when 50% of the sampled learners read storybooks or novels as shown in *Figure 4.1* they employed incidental learning concept. Applications of explicit and strategy training concepts were sought from learners in their questionnaire attached in

Appendix 7. The study sought information on whether learners kept memory lists of words they are familiar with. The frequencies were presented in *Table 4.2*.

**Table 4.2: Results on whether Learners Keep Memory Lists of Familiar Words**

Responses	Frequency	Percent	Cumulative (%)
Yes	31	62.0	62.0
No	19	38.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	

Findings in *Table 4.2* revealed that 62% of the Lower Nyokal Division secondary school learners kept memory lists of familiar words while 38% did not. The data obtained on this question complemented the data in *Figure 4.1* which had 50% of the sampled Lower Nyokal Division learners claim to read storybooks or novels frequently. Baumann *et al.* (2007) observe that new words are learnt in a variety of ways in secondary school context for instance, through reading literature. Therefore, reading as one of the vocabulary teaching methods is vital to vocabulary development. This data supplement results on *Table 4.2* in that if learners reported to keep memory lists of *HFWS* then it follows that they encountered them in their reading activity. Following the data in *Table 4.2* and *Figure 4.1*, we acknowledged Lower Nyokal Division learners' determined efforts towards their vocabulary development. Keeping *HFWS* lists is an indication that they obtained these words from storybooks or novels. Further, it can be said that they practiced with these words in various contexts. Since a small number of high frequency words could create known contexts of low frequency words (Valian & Coulson, 1988). The *HFWS* form contexts of *LFWS*, it follows that an understanding of the *HFWS* would lead to understanding of *LFWS*. It is clear that learners

who kept *HFWS* lists structured their incidental vocabulary learning (Sanaoui 1995). To compliment this data, information was sought from Nyokal Division learners who keep lists of unfamiliar words. Results were presented in *Table 4.3*.

**Table 4.3: Results on learners who keep memory lists of unfamiliar words**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative (%)</b>
Yes	29	58.0	58.0
No	21	42.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	

In *Table 4.3*, 58% of the sampled Lower Nyokal learners kept list of unfamiliar words that they encountered for the first time while 42% did not keep memory lists. In strategy training as advanced by Murcia (2001), one of the concepts proposed towards learners' English vocabulary development advocates that learners be exposed to strategies to aid their development. Centering on literature by Schmitt (1997), the study recommends training learners on the reviewed strategies to facilitate English vocabulary. Determination strategy involves analyzing an unknown word on the basis of its constituent elements or its surrounding context to determine its meaning. The expectation of this study was that once learners have mastered aspects of functional words *HFWS*, they would analyze the unfamiliar words. Keeping word lists is an indication that Lower Nyokal secondary school learners read, however restrictions were not given with regard to environment. What this means is that a learner could read in any of the suggested environments. Confirmations were given by

teachers of English in *Transcript 4.4* that they took learners through reading sessions. Information was sought on follow up activities they engaged their learners in during reading sessions. Responses by these teachers were presented in *Transcript 4.7*.

### **Transcript 4.7**

#### **Questions:**

1. Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?
2. Do learners keep word lists unfamiliar and familiar words?

**Question:** Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?

**Respondent A:** Oooh! We normally tell them that as they read; they should pick out some difficult words, they can even underline the newspapers when they go to the library. We tell them to read the newspapers so as they read the newspapers we normally tell them to pick some new words or some terms they do not understand, and then they refer them to.... check them in the dictionaries. So we give them room to write them down in a piece of paper so from the library they can look for them in the dictionary.

**Question:** Okay, Do learners keep word lists unfamiliar and familiar words?

**Respondent A:** Mmmh! That is a bit of a challenge we have not developed the word lists instead we give them essays. Yeah! We have something to do with 'Friday for writing' where they write essays every Friday.

**Question:** Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?

**Respondent B:** Mmmh reading ...o.k. the students do not stop at reading. Oooh ...they read and once they have read, we always use the dictionaries to get meanings of the new



words or we can say the difficult words in the passages. We always use the dictionaries to get the meanings

**Question:** Do learners keep word lists unfamiliar and familiar words?

**Respondent B:** Mmmh that is true, there are two things one they can construct sentences orally in class, they can also construct sentences in their books which are later marked. So once a word has been identified, the meaning has been checked in the dictionary we ask the students to construct a sentence that is when the students will be able to master the usage of words.

**Question:** Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?

**Respondent C:** They normally do some role plays well that is captured in some of the learning units and apart fro that once in a while there are normally some other places where we do debates that we encourage them to express themselves in English so as to improve their mastery of the language.

**Question:** Do learners keep word lists unfamiliar and familiar words?

**Respondent C:** Yes a number of them do but some do not do that.

**Question:** Which words specifically do they keep?

**Respondent C:** The new words they meet while they are reading that they do not know their meanings and how to use them in sentences.

The data in *Transcript 4.7* reveal activities that go on after a reading session by teachers of English in Lower Nyokal division. *Respondent A* shows that learners identify difficult (unfamiliar) words and record in a piece of paper to check up their meanings from the dictionary later, though he points out that keeping word lists are still a bit of a challenge. *Respondent B* admits identification and utilization of the dictionary for new words and that

learners keep word lists. *Respondent C* highlights the use of role plays and debates to enhance expressive skills. She also points out that some learners do keep word lists some do not. Implications from these findings reveal that two respondents out of three instruct their learners to keep word lists. However, it can be pointed out that it was a matter of choice on the part of learners. It was felt that these teachers never put emphasis on keeping word lists, that's why *Respondent C* says “*Yes a number of them do but some do not do.*” It is clear that data in *Transcript 4.7* contrasts that on *Table 4.2* and *4.3*, because most secondary school learners contend that they keep word lists yet their teachers considered it as a matter of choice, they did not put emphasis on it. If learners kept word lists then it can be said that they are structured because they employed indepth efforts towards English vocabulary development. Structured learners as suggested by Sanaoui (1995) would engage in self initiated activities such as; recording, reviewing, and practicing while reading. The study (in its questionnaire) sought information on how Lower Nyokal learners found meaning of the words they were not familiar with. The learners' questionnaire enquired how learners found meaning of unfamiliar words. Their responses revealed results in *Table 4.4*.

**Table 4.4: Results of how learners found meaning of unfamiliar words**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative (%)</b>
From Dictionary	30	60.0	60.0
From the Context	20	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	

Findings in *Table 4.4* revealed that 60% of the Lower Nyokal learners consulted the dictionary once they encountered unfamiliar words, while 40% used the words' context. It can be suggested from this data that most learners' checked with the dictionary when they met unfamiliar words. According to Carduner (2003), the dictionary can be detrimental, causing learners to be excessively dependant on them and misuse them because of their lack of knowledge about dictionary conventions. Data on the use of the dictionary to obtain meanings of unfamiliar words is further confirmed by learners' responses to an open-ended question in the questionnaire. In the students' questionnaire attached on *Appendix 6*, information was sought on how learners were taught to find meanings of unfamiliar words. Responses were presented *Sample 4.3*.

### Sample 4.3

**Question:** How do your teachers teach you to find meaning of unknown words?

**Response 1:** From the dictionary

**Response 2:** From that word's context

The learners' responses were grouped into two categories. There were learners that were taught to use the dictionary and those that were taught to use the context to find meanings of unknown words. The results were tabulated in *Table 4.5*.

**Table 4.5: How to Find Word Meanings**

<b>Grouping</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative (%)</b>
From the Dictionary	30	60	60
From the Context	20	40	100
<b>Total</b>	<b>50</b>	<b>100</b>	

*Table 4.4* reveal that out of the 50 sampled Lower Nyokal learners, 60% of them responded by highlighting the use of a dictionary as major way to find meanings of unknown words while 40% used the word's context. The data corroborates what is found in *Table 4.5*, because most of the learners indicate that their teachers instruct them to use the dictionary. Claims by learners can be said to be true when we consider teachers' response in *Transcript 4.7*. Teachers were interviewed on the follow up activities they engaged in during reading sessions. These teachers' responses pointed to the use of the dictionary as a way of finding meaning of an unfamiliar word. The research implied that most teachers and the learners of Lower Nyokal Division used the dictionary while only a few employed the context to obtain meanings of unfamiliar words. The researcher sought to establish the methods teachers used to teach unfamiliar words. The teachers of English provided responses which presented in *Transcript 4.8*.

#### **Transcript 4.8**

**Question:** Which methods do you use to teach the unfamiliar words?

**Respondent A:** We normally tell them to pick some new words or some terms they do not understand then they refer them to.../ check them in the dictionaries. So we give them room to write them down in a piece of paper so from the library they can look for them in the dictionary.

**Respondent B:** Mmmh...We always use the dictionaries to get meanings of the new words or we can say the difficult words in the passages. We always use the dictionaries to get the meanings.

**Respondent C:** Okay, first we normally use inference while we are reading in class...but when they cannot infer the meanings of these new words I always use dictionaries so that they can also get to know the meanings of these new words, their uses and more examples in sentences.

Data from the teachers' responses shows that learners were instructed to use the dictionary except for respondent C who preferred inference first before using the dictionary. Two teachers affirmed in *Transcript 4.8* that they encouraged learners to use the dictionary to find meanings of unfamiliar words except for the last one who preferred inference. In so far as two out of the three respondent suggested use of the dictionary, Scholfield (1982) observes that looking up a word in a dictionary is far from performing a purely mechanical operation like repetition which enhances cognitive strategy. He further notes that a proficient dictionary user is often required to formulate and pursue several hypotheses and make use of prior knowledge of various sorts, especially information derived from context. Data from *Transcript 4.8* provided corroborating information to what was revealed by learners in *Table 4.4* and *4.5*. It is significant to observe that most learners make use of the dictionary to get the meaning of unfamiliar words, while only a few used the context to obtain a word's meaning in Lower Nyokal Division. This study recommends that rather than consulting the dictionary first, learners could utilize the words' context. The study argues for the application of vocabulary learning strategies towards vocabulary development. Strategy training one of the concepts proposed in the study requires that learners are presented with vocabulary learning strategies as prerequisite aid towards their vocabulary development. Therefore, the researcher considers determination strategy appropriate towards obtaining meaning of a word. Determination strategy refers to obtaining meaning of a word based on its context.

Determination strategy would encourage memory strategy hence mastery of the vocabulary and its context of use.

Incidental learning concept would enable learners come across *LFWs* as they read. In case of difficulties in finding their meanings within the context, learners could consult with their teachers for explicit instruction on the word. The study sought information on whether Lower Nyokal learners consulted with their teachers, the results of findings were presented on *Table 4.6*. The learners' questionnaire attached in *Appendix 7* enquired on how often students consulted with their teachers. Possible answers as: always, rarely and never were enlisted, learners were to tick on their appropriate responses.

**Table 4.6: Results on how often learners consulted with their teachers.**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative (%)</b>
Always	21	42.0	42.0
Rarely	27	54.0	96.0
Never	2	4.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	

Results in *Table 4.6* show that 54% of the sampled learners rarely consulted their teachers, 42% of them always consulted teachers while 4% never consulted any teacher. These results indicate that most learners of Lower Nyokal Division rarely consulted with their teachers in cases of word problems. Using the dictionary exclusively to find the meaning of a word may be detrimental to their mechanical aspects of vocabulary learning (Carduner, 2003). The

Lower Nyokal Division secondary school learners exercised concerted efforts towards vocabulary learning by reading storybooks or novels frequently as shown in *Figure 4.1*. It was observed that learners read various input materials (storybooks or novels). The study argues that in the process of reading they may encounter unfamiliar words. It can be concluded that Lower Nyokal Division learners read storybooks or novels, encountered unfamiliar words but did not complete vocabulary exercises by consulting their teachers. Further, the researcher noted that these learners did not utilize social strategy. Social strategy is one of the strategies suggested in the study which involves teachers and classmates as sources of information on words. Utilizing the social strategy as a means towards vocabulary development is a way of completing vocabulary exercises suggested by Paribakht and Wesche (1996).

The other way learners would complete vocabulary learning exercises is through the use of strategy training concepts. Strategy training concept in general advocates for learners to be autonomous, they need to try out, test and become experts in tackling vocabulary tasks. Beglar and Hurt (2003) opine in their study that learners need to be taught strategies for inferring words from context as well as those that can help them retain the words they have encountered. Practicing with the words in written or speech work is one way in which learners retain words therefore encouraging cognitive strategy. Cognitive strategy involves mechanical aspects of learning a word, for instance, using a word repeatedly. The study sought information on whether learners practice with words they encounter in their written work. Data from the students' questionnaire were presented on *Table 4.7*.

**Table 4.7: Results on whether learners practice with words in their written work**

Responses	Frequency	Percent	Cumulative (%)
Yes	30	60.0	60.0
No	20	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	

Results in *Table 4.7* reveal that 60% of the sampled learners practice with words they encounter in their written work, while 40% of them did not. This data complemented data on *Table 4.2* and *4.3* which sought information on whether students kept memory lists of both familiar and unfamiliar words respectively. Claims by the Lower Nyokal learners in their responses were that they kept the memory lists. They also asserted that they practiced with the words in their written work. To ascertain the learners' claims information was sought from their teachers on how they confirmed that learners understand unfamiliar words. Responses by teachers were presented in *Transcript 4.9*.

#### **Transcript 4.9**

**Question:** How do you confirm that learners understand the words they keep?

**Respondent A:** We encourage them to use the same words as they write their essays. Apart from just writing essays o. k. we encourage them to practice them in their conversation. We tell them that even as they speak with their friends, they should try to use those difficult words so that they can get used to those new terms.



**Question:** How do you confirm that learners understand the words they keep?

**Respondent B:** Mmmh that is true, there are two things one they can construct sentences orally in class, they can also construct sentences in their books which are later marked. So once a word has been identified, the meaning has been checked in the dictionary we ask the students to construct sentences that are when the students will be able to master the usage of words.

**Question:** How do you confirm that learners understand the words they keep?

**Respondent C:** Yes I do give them writing work mostly creative compositions for the lower forms and the upper forms but for the upper forms we also go on overboard and give those essays on the novels, the drama and the other books that we do in the literary texts.

**Question:** How frequent is this writing exercise done?

**Respondent C:** Majorly it is normally once a week during the reading skill as it is taken care of in the learning scenario. But then for the upper forms that is form three and four are doing most writings as a form of their revisions and also as a form of empowering them in the process of mastering the English language.

Teachers' response produced data that complemented what the Lower Nyokal learners revealed. In *Transcript 4.9* all the teachers admitted to engage learners in writing exercises. Further *Respondent A* and *B* commented on utilizing the new English words in oral conversation which was viewed to be quite progressive towards English vocabularies. Teachers pointed out the use of the dictionary in *Transcript 4.8* as a means to get meaning of unfamiliar words. They offered writing exercises to learners to ascertain whether they understood the unfamiliar words as claimed in *Transcript 4.9*. The researcher enquired from the teachers if the methods used were appropriate towards English vocabulary development. Their responses were presented in *Transcript 4.10*.

#### **Transcript 4.10**

**Question:** Why do you prefer to use the chosen methods?

**Respondent A:** Okay, we've realized that when they write essays and we'll correct them it is very appropriate that they will improve in terms of the exams. When exams are set they'll come up with good essays so we try to encourage them to use them as they write the essays at the same time when they speak. When we have... for instance when we have some guests and they speak... they find it very easy to communicate.

**Question:** Why do you prefer to use the chosen methods?

**Respondent B:** I would say that these methods have helped the students to develop their vocabularies because we see when we organize debates, students who take our instructions actually do well when they participate in debates. They know they are confident, they can construct good sentences... and... you know they are good, they are able to communicate well.

**Question:** Why do you prefer to use the chosen methods?

**Respondent C:** Yes inference first I normally use it because while the students are taking the exams given that the learner is not going to be allowed to have any reference material so it will be in handy when they are looking up for the new words especially when it comes to reading, comprehensions, they are normally examined on the new words so it will help them infer the meanings from passages that they read in the examination room. I also use the dictionaries to help them learn new words because it gives a variety of the meanings of words, apart from the meanings, it also gives them different word forms, the word functions and also apart from that it also gives them how they could be

used in sentences, because that is also captured in the dictionary and more so pronunciation is also captured in the dictionary.

*Transcript 4.10* sought information on why the teachers of English in Lower Nyokal considered use of the dictionary and utilization of new words in speech and writing appropriate. Observations from *Respondent A* indicate that learners once corrected will come up with good essays. They will also use the learnt words in speech so they will find it easy to communicate. *Respondent B* highlights that the chosen methods are appropriate because children who take instructions; participate well in debates, are confident, construct good sentences, communicate well and the teachers know they are good. *Respondent C* suggests that inference is good more so during examination time when they are not allowed to have any reference material. She further asserts that dictionary is good because of its functions but inference will be in handy when they are looking up new words especially when it comes to reading comprehensions. Paribakht and Wesche (1996) in their research suggested great vocabulary gains for learners who completed vocabulary exercises. Learners who take up remedial measures to improve their work in English are said to be completing English vocabulary learning exercise. Therefore, responses by the teachers contend that using the dictionary and context to obtain the meaning of an unfamiliar word then using the word in speech and in writing is appropriate towards English vocabulary development. The dictionary and inference are also considered suitable for unraveling meanings of unfamiliar words. If these teachers affirm that the methods they choose are appropriate then they can be said to be employing progressive efforts towards the Lower Nyokal's mastery of English vocabulary.

The researcher sought to establish the progressive claims towards vocabulary development made by both Lower Nyokal teachers and learners. The study pointed out in its scope that if new materials are introduced to learners, their knowledge of it can always be tracked. It can

be implied from observations in *Table 4.1*, *Figure 4.1*, and *Transcript 4.4* that learners were exposed to vocabularies either at home or school. To track Lower Nyokal learners' knowledge of English vocabularies exposed to them in these contexts, and the progressive claims made by both teachers and learners in *Table 4.2* and *4.3*, *Transcript 4.4*, *4.9* and *4.10*, their composition extracts were analyzed. According to Carter (1987) comprehending a word is not the same as producing a word. He further notes that it is one skill to be able to understand a word when it is heard or read but quite another to be able to use it in a spoken or written form. Anthony and Stevens further, positions writing ahead of speaking since it is a procedural activity that goes through five stages. They view writing to be a successful product that fulfills its communicative purpose. In this rationale, the Lower Nyokal learners' composition scripts were analyzed for appropriate use of unfamiliar words or the LFWs. The study anchors on West's (1934) definition of *Low Frequency Words* (LFWs) that they are words that we rarely meet in our use of language. He points out that the *LFWs* formed 5% of words in an academic text. Zipf (1965) in his distribution analysis observed that the absolute frequency of a word is inversely proportional to its rank frequency. He observes that a small number of word types have very high token frequencies while many more types have relatively low frequencies. Therefore, *LFWs* formed the biggest group of words in a text. This study argues that *Low Frequency Words* (LFWs) are groups of words that learners rarely meet in a language; they are therefore the unfamiliar words. Most of such words are content words which include nouns, action verbs, qualitative and quantitative adjectives *et cetera*. This study anchors on Schmitt and McCaharty's (1997) suggestion that the only realistic way to measure the depth of vocabulary knowledge is by assessing both receptive and productive knowledge. The study assess productive knowledge that is the composition scripts because it argues that after receiving then one has to produce. This proposition is within the study's

second objective, therefore data on *Extract 4.1* were sampled from these learners' written compositions scripts.

### **Extract 4.1**

#### **School A**

1. As I walked towards our gate holding the brown envelop.
2. It reached supper time that everybody had gathered around the dinning table eating, is when I heard him telling my mother...
3. By then I had no opption but to tell the truth that I was suspended...
4. He ordered me to have a sit besides him after he had listen to the content of the letter.
5. Just before I opened my mouth to talk I was shaken with an electric slap that left my chiq bone painful
6. My father was very hursh and could not tolerate...
7. I kept quite since I was afraid of him.
8. Tears of sorrow rolled down my chicks as my father breathed...
9. I sat next to the gate thinking on what to do and how to aproach him
10. When he stood up, he went to his bedroom, undressed his work artires and took his wheep.

#### **School B**

1. If the earth would crack open and burry me alive
2. I had to narrate the cause of indisciple indicated in the envelop
3. I decided to keep Sheik company not knowing the repucations of missing an examination

4. I screamt to the top of my lung but my cries fell on deaf ears...
5. As I walked towards our gate holding the brown envelop the principle had given me...
6. I will win the love between me and my dad back and truely I belived in this.
7. I could not even manage to make my way into the compound this is becouse however much I tried moving forward...
8. On entering inside, I found...
9. He banned the door and went away.
10. I keep quiat and starts to shade tears. He knew something may be wrong with me and he inquare to know what was wrong.
11. Immediately I entered the gate ...

### School C

1. I entered with my envelop in to the house and my father just finished and went to the wark
2. I thought that he was not sirious but I realized his siriousness in the morning...
3. In school where I had came from...
4. ...all students were discipline accept there was a certain group....
5. ...in line to the school guidelines or be found in possession of any illegal matereal
6. We had to sneek and attend the disco
7. I was going nowere as a group
8. I had swored to myself that...
9. However when it reaches in the evening...
10. I hard a harsh sound from the varander...

These data provided basic information to the study. It shows that learners in Lower Nyokal Division are in fair progress with English vocabulary development. Their composition scripts revealed that almost 90% of their words have been spelt well thus form. However, the revealed spelling errors (which were referred to as deficiency in form) found in the scripts were used to tell us about these learners' English vocabulary knowledge. An individual's spelling error can be used to identify various underlying linguistic deficits (Wasowics, 2006). The study conceive deficiencies to be different in nature since leaners do not begin at the same baseline. Cultures and sub-cultures that make English language available to learners are variant hence the difference display of deficiencies by the learners. Wasowisc (2006) posits that a deficit in phonological awareness and knowledge of orthographical images will manifest as a specific pattern of misspelling. Spelling which the study refers to as form, is one of the fundamental aspects of a word. Nation (2001) observes that vocabulary study is to have full knowledge of a word which includes; form, meaning and use. Further, he points out that knowledge of form entails phonological and orthographical form as well as any recognizable word parts. It is clear that knowledge of form is important for this study as it is the only way in which what is stored in the linguistic repertoire can be obtained. The researcher analyzed Lower Nyokal Division learners' English spelling errors according to (Wasowic, 2006) with an aim of exhibiting their linguistic ability.

The spelling errors revealed in: School A; opption, anoyens, artires and minewhile; School B; repucations, indisciple, screamt, quiat and inquare; School C; sirious, siriousness, matereal, nowere, reluctant, wark highlights orthographical knowledge deficiency. One of the characteristics of such individuals is that they write phonetically possible spellings that violate orthographic conventions of the English language. For instance *Table 4.8* shows the correct English forms of words wrongly spelt by learners of Lower Nyokal Division.

**Table 4.8: Acceptable Forms**

<b>Wrong Spelling</b>	<b>Correct spelling</b>
<b><u>School A</u></b>	<b><u>School A</u></b>
option	Option
anoyens	Annoyance
artires	Attires
minewhile	Meanwhile
wheep	whip
chiq	cheek
<b><u>School B</u></b>	<b><u>School B</u></b>
Repucations	Repercussion
Indisciple	Indiscipline
screamt	Screamed
quiat	Quiet
inquare	Inquire
<b><u>School C</u></b>	<b><u>School C</u></b>
Sirious	Serious
Siriousness	Seriousness
Matreal	Material
Nowere	Nowhere
Relactant	Reluctant
wark	work



Deficiency in orthographical knowledge would also make one produce ungrammatical sequences such as; \*jrum for *drum*, \*coatch for *coach* et cetera. Implication by the researcher is that the non-allowable sequence \*heared in *Extract 4.1* may have been used to mean *heard*. Spelling errors such as: \*sneek for *sneak*, \*shade for *shed* and \*quite for *quiet*, revealed in *Extract 4.1* by the Lower Nyokal Division learners indicated deficiency of Mental Orthographic Images. According to Wasowics (2006) when the mental orthographic images are weak or not fully developed individuals will be characterized by legal substitutions for instance; \*hed for *head*, \*roap for *rope* et cetera. *Table 4.9* shows acceptable forms of words that learners should have picked for use within the context of their sentences presented in *Extract 4.1*.

**Table 4.9: Correct Forms**

a) heared	a) heard
b) shade	b) shed
c) quite	c) quiet

Further, illustrations on this kind of deficiency are when learners confuse homophones. *Extract 4.1* indicate such confusions by learners of Lower Nyokal Division, for instance, \*sit. It is clear that the word does not relay the meaning it is intended to relay in the context of use. The study's implication, therefore, is that the word \*hard, \*principle and \*chicks have been confused and substituted instead of *heard*, *principal* and *cheeks*. The suggested forms were considered appropriate for use within the presented context in *Extract 4.1*.

Phonological deficiency occurs in individuals with poor segmentation skills. Such individuals will delete syllables for instance; \*pat instead of *past* et cetera (Wasowics, 2006). Individuals with poor phonetic sequencing skills will reveal such deficiencies in their written work. Errors such as; \*sit instead of *seat*, \*fearing instead of *fairing*, \*except instead of *accept* et cetera are seen in their work. In the current study, it was concluded that learners who altered sounds of a word for instance \*seat instead of sit suffered this deficiency.

Finally, we analyzed deficiency that made a learner produce such errors as; \*dinning and \*truely instead of dining and *truly* respectively. Wasowics (2006) posit that such individuals suffer a deficiency of morphological knowledge and semantic relationships. These individuals depict misspellings of modifications when spelling inflected and derived forms of words as; \*calfs instead of *calves*, \*crazyness instead of *craziness*. Borrowing from this literature, the study suggests that highlighted errors from *Extract 4.1* are from learners not fully grown in their English vocabulary knowledge. Having analyzed learners' composition it was imperative to say that Lower Nyokal candidates still displayed deficiency in form (spelling) which is an aspect of a word. Further presentations in scripts are provided in *Extract 4.2*.

**Extract 4.2**

English	Direct Translation (Dholuo)
a) On entering inside, I found...	Ka ne adonjo eie, ne ayud...
b) Immediately I entered the gate...	Gikanyono ka neadonjo ei rangach...
c) When it reaches in the evening...	Ka ne ochopo odhiambo...

These presentations were analyzed according to reviewed literature by Njoroge and Ndun'gu (2014). Sentence (a) revealed redundancy, [entering] entails getting into a place therefore when put alongside [inside] like [on entering inside...] inside marks repetition which is only appropriate in the local language (dholuo) [Ka ne adonjo eie, ne ayud...]. In sentence (b) [entered] marks getting into something a gate has no vacuum that would accommodate an individual although the same construction in dholuo [Gikanyono ka neadonjo ei rangach...] is correct. The correct presentation in English is [On entering the compound...]. Sentence (c) [reaches] means to arrive at, therefore [in the evening] is a wrong collocate for that word. However, in dholuo the sentence [Ka ne ochopo odhiambo...] is quite correct. English language considers that it is only human beings that reach or arrive at given points, nouns that denote time are said to [come]. Appropriate construction would read [When evening came...]. The orthographic presentations given here are crucial to the study, since they display what is in the learners' repertoire. *Extract 4.2* presentation reveal evidence of influence from dholuo language. Sentences (a, b, c) if transcribed into dholuo would display no grammatical violation. It is suffice to say that manifestations of first language influence on English language reveal themselves syntactically.

Data from composition extracts can be generalized as an apparent evidence of learners without the full knowledge of a word. Nation (2001) observed that knowledge of a word does not occur simultaneously, that certain aspects will be learnt before others. The study observed that error as wrong spelling (form), wrong meaning and usage were still discovered in secondary school learners' written composition scripts. This evidence contrasted Lower Nyokal teachers' claims in *Transcript 4.10*. Worth noting from the composition scripts in *Extract 4.1* is that the Lower Nyokal Division teachers of English exercised explicit instruction on new words by using them in appropriate contexts and the dictionary. However,

several aspects of a word suggested by Nation (2001) such as form, use and meaning were not fully explicated. According to Njoroge and Ndun'gu (2014), the teachers of English hardly ever supplied lexical or grammatical information to the language learners when they ask questions on meanings. They noted that teachers would simply supply a synonymous word or a paraphrase without any explanation when learners asked for a word meaning. The study suggests a more explicated effort by the teachers when it comes to providing English vocabulary information. These teachers need to exercise Nation's (2001) proposition that explicit knowledge on meaning goes beyond connotations and collocations. It also involves finding the words' synonyms, homonyms, homophones, antonyms, and giving their explanation.

It was noted in the study's second objective that most secondary school learners in Lower Nyokal Division keep English vocabulary memory lists as revealed in *Table 4.2* and *4.3*. These learners enhance memory strategy towards English vocabulary learning. *Transcript 4.7* indicates that teachers of English encouraged learners to keep memory lists though did not lay a lot of emphasis on those lists. *Table 4.4*, *Sample 4.3* and *Transcript 4.8* sought on ways of getting meanings of unfamiliar words, responses by teachers and learners affirmed the use of the dictionary as opposed to context. Responses by most learners in *Table 4.6* revealed that 54% rarely consulted with their teachers while 4% never consulted at all. This data contrasted what learners revealed in *Figure 4.1*. It is expected that if most learners reported to read storybooks and novels which is an incidental learning concept then they will encounter unfamiliar words that will call for explicit instruction from the teacher. If they do not consult then knowledge of word aspects will be displayed as deficient as in *Extract 4.1*. Teachers and learners may claim to be employing concerted efforts as in *Table 4.2*, *4.3*, *4.7* and *Transcripts 4.9*, *4.10*, yet if English vocabulary knowledge is not presented precisely, deficiencies in

*Extract 4.1* would still be revealed. This study therefore concluded that even though learners claim to keep memory lists of unfamiliar words and use the learnt words in their written work, they may be keeping words with wrong; meanings, forms or spellings. That is why in learners' composition *Extracts 4.1* underlined errors were still discovered.

In summary, we conclude that learners obtain English vocabularies mostly from school and sparingly from home and family environment. The society on one hand provides friends in the neighbourhood which forms the home environment. The study observed that most Lower Nyokal learners used vernacular and mixed language of Dholuo, Kiswahili and English to speak with friends in the neighbourhood. The study termed the mixed language as 'Sheng'. However, the 'Sheng' Lower Nyokal learners used was not as that found in the urban set-up. It can be implied that the use of vernacular and 'Sheng' against English hampered its development. The family on the other hand consists of parents and other members of the family who serve a central role in promoting literacy during pre-school age and even later. According to results on *Samples 4.1* and *Table 4.1* most learners reported not to be using English within their families mainly because there was no one to speak it with. Lower Nyokal parents in *Transcript 4.5* claimed to be providing some English textbooks though they did not consider it obligatory since some were provided in school. What this means in the research is that most parents do not supply a background that assist English vocabulary development at home. The study also examined school environment as a contributor of English vocabulary development. The study's argument was supported by the responses revealed by the Lower Nyokal teachers of English in their interview schedule. For instance, in *Transcript 4.3* the teachers pointed out that the learners' set-up would influence English vocabulary development phonologically, syntactically and semantically. It is important to note that teachers' responses provided information on influence of linguistic background on English

vocabulary development. Worth noting in the study is that if English input materials in the target language would be available to learners in whatever kind of environment (home, family and school), they will experience English vocabulary development.

Learners in their efforts to develop their English vocabulary stock may be faced with challenges. These challenges may hamper this development. In the context of the study, such challenges were viewed to emanate from the suggested sources. These challenges were called socio-cultural influences in the study. Learners who do not extend their use of English language out of school provide limited encounters with the language, this is a challenge. It is a challenge that most learners rarely consulted their teachers. Implications here are that some learners either assumed word problems or kept wrong meanings of words. It can also be said that some of these learners who claimed to be keeping these lists never kept any. Another challenge would be imprecise presentation of vocabulary aspects both in the English input materials and by the teachers of English this would influence English vocabulary development. Nevertheless, teachers who direct and train on the concepts of implicit, explicit and strategy training suggested in the study, assist learners in their vocabulary development. In chapter five, discussions will focus on the summary, conclusions and recommendations.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This study set out to identify and analyze socio-cultural influences on learners' English vocabulary development using descriptive survey research method as discussed in *Chapter 3*. This study gathered data that has been used in the discussions in the previous chapter. Therefore, the fifth chapter gives an overview of the study based on its findings as expressed in chapter four. It provides the conclusions of the discussions in the thesis and makes recommendations for improved ways of developing vocabularies for learners.

#### 5.2 Summary of Findings

Having discussed the data in chapter four, this study can now state the following in accordance with the research themes sought in chapter four which were obtained from the study's objectives suggested in chapter one. The study therefore noted that:

##### 5.2.1 Sources of English Vocabularies and their Influences

In the context of Lower Nyokal, the suggested sources of English vocabularies with regard to *Objective 1* were home, family and school environments. These are social institutions found within a given culture. Culture is a set of attitudes, values, beliefs and behaviors shared by a group of people. Basically culture requires a social grouping for it to be realized. Language is a cultural component that is passed down or taught by people we interact with. The findings obtained from the study revealed that most learners obtained their English vocabularies

sparingly from home, family and mostly from school setting. It was observed that friends, parents, teachers and English textbooks would serve as input materials for learners in the suggested environments. Parents and friends found in the family and home on one hand were viewed to engage in communicative endeavours with the learners. These communicative activities provided what the study referred to as implicit vocabulary input. Teachers on the other hand were viewed as inputs when they expose learners to vocabularies explicitly. Explicit exposure is done either through direct instruction on a vocabulary or through guidance on reading exercises. Indeed the study suggests that all the suggested environments have underlying influence on learners' vocabulary development.

This study investigated the role of parents in vocabulary development. Parents in Lower Nyokal seem not engaged in the process of learning English. The study suggests that parents should be a child's first teacher. They are supposed to introduce literacy to children before they join school, while they are in school and beyond. Effective parental involvement in their children's literacy enhances development of literacy skills. Most of the Lower Nyokal learners reported to be using their mother tongues and a mixture of English and other languages while at home. These learners were not exposed to any English programmes provided in the media while at home. It was concluded that most of these learners never extended their engagements with English language. Such inefficient contact with the target language hampered learners' progress in English vocabulary development.

Reading is the means through which learners develop vocabularies. It was observed that Lower Nyokal learners engaged in reading activities as was revealed in *Figure 4.1*. This showed a concentrated approach to English vocabulary development. Though reading exclusively is not enough, vocabulary learning exercises should be completed by other



learning concept such as explicit concept and strategy training. Concepts such as strategy training will enable learners utilize various strategies (such as; determination, social, memory, cognitive et cetera) to get the meaning and recall a word for use. Explicit learning concept calls for direct instruction on word information by the teachers in school setting. Learners are fully developed in a word if they know all the word aspects that is; form, meaning and use.

The second part of objective one investigated the influences of the suggested sources on learners' English vocabulary development. The influences were referred to as socio-cultural influence since language (a cultural component) is taught by people one interacts with (social grouping). The suggested environments in relation to *Objective 1* have underlying influence on learners' vocabulary development in one way or the other. It was observed that learners who do not extend their engagement in the target language while at home and in their families provide limited time of exposure in the target language thereby hampering development and mastery of English vocabularies.

In *Transcript 4.1*, the Lower Nyokal parents provided insights on the learners' linguistic background more so when they pointed out the language that is mostly used at home. In *Transcript 4.3* teachers of English viewed learners' linguistic background to impact on English vocabulary development. The teachers pointed out that most of their learners emanate from Dholuo set-up. This set-up was viewed to influence English vocabulary development phonologically, syntactically and semantically. It is important to note that teachers' responses provided information on influence of linguistic background on English vocabulary development. Worth noting in the study is that if English input materials in the

target language would be available to learners in whatever kind of environment (home, family and school), they will experience English vocabulary development incidentally.

Learners in their efforts to develop their English vocabulary stock maybe faced with challenges. These challenges may hamper this development. In the context of the study, such challenges were viewed to emanate from the suggested sources. These challenges were called socio-cultural influences in the study. Learners who do not extend their use of English language out of school provide limited encounters with the language, this is a challenge. It is a challenge that most learners rarely consulted their teachers. Implications here are that some learners either assumed word problems or kept wrong meanings of words. It can also be said that some of the learners claimed to be keeping these lists never kept any. Another challenge would be imprecise presentation of vocabulary aspects both in the English input materials and by the teachers of English this would influence English vocabulary development. These inputs have also been discussed in the study to influence learners' vocabulary development. In addition, the study supports observations made by Njoroge and Ndun'gu (*ibid*) that on one hand input materials in the form of text books may have imprecise presentation on word knowledge and on the other hand, teachers during their explicit instruction may provide word knowledge aspects imprecisely.

### **5.2.2 Vocabulary Instruction**

Exploring vocabulary teaching methods used by Lower Nyokal teachers of English was the study's second objective. This objective was translated into vocabulary instruction theme. This theme has been handled in *Section 5.1.2*. Expectations of the study were to establish teaching methods utilized by teachers in the process of learning vocabularies. Activities such as reading, keeping word lists, consulting with teachers and repeatedly practicing with words

in speech or written work were sought. These activities were viewed to be vocabulary learning exercises that would in turn enhance vocabulary development on learners.

The types of words dealt with in this study were High Frequency Words (*HFWS*) and Low Frequency Words (*LFWS*). The *HFWS* are the functional words, they occur most frequently in spoken and written work. According to Valian and Coulson (1988) *HFWS* give the context of *LFWS*. *LFWS* are content words that we rarely meet in our use of a language. They form the biggest group of words in a text. The study found out that in Lower Nyokal most learners kept lists of *HFWS*. In *Table 4.2*, 62% of the learners kept lists of *HFWS* indicating that most learners exercised progressive measures towards vocabulary learning. It was observed that keeping such memory lists enhanced memory strategies. In *Table 4.3*, 58% of Lower Nyokal learners reported to keep lists of *LFWS*. It was found that these learners kept memory lists, yet still exhibited mistakes in their use of words as shown in *Extract 4.1*. Composition *Extract 4.1* revealed deficiencies still displayed by learners in their written work. It was observed that these learners could be keeping word lists as they claim, but could be keeping words with wrong information on spelling, meaning or use.

Utilizing context clues to find meaning of a word is suitable towards vocabulary development, however it was established that most Lower Nyokal learners reported frequent use of the dictionary to find word meaning. In *Table 4.4* 60% of the sampled learners used the dictionary to obtain the meaning of an unfamiliar word while 40% used the context. The study also ascertained that a good number of Lower Nyokal teachers also verified the use of the dictionary to find meaning of unfamiliar words in *Transcript 4.8*. According to Cardunar (2003) using the dictionary can be detrimental to their mechanical learning, causing learners to be excessively dependant on them rather than using prior knowledge of various sorts,

especially information from the context. Utilizing context clues is what is called using determination strategy in this study. As learners exercise incidental learning at home or at school they should use determination strategy to find meanings of unfamiliar words.

In *Figure 4.1* a good number of Lower Nyokal learners confirmed to read storybooks or novels often. Teachers in this region also supported reading exercises by taking learners through storybooks and novel reading sessions in an ESL situation as in *Transcript 4.4*. Reading is considered one of the best learning approach. It was found out that these learners utilized implicit learning concept suggested in the study. It was implied that as learners read they meet unfamiliar words which could only be made known by completing vocabulary learning activities. In the study, direct or explicit instruction, practicing with words encountered in speech and writing work are ways of completing vocabulary learning exercises. Lower Nyokal learners reported in their responses that they rarely consulted their teachers in *Table 4.6*. The same learners and teachers reported in *Table 4.7* and *Transcript 4.9* to be practicing with words in their speech and writing work. It was established that in so far as learners exercised extensive vocabulary learning procedures, they still lacked in activities such as; consulting their teachers for explicit instruction and proper use of words in their writing work as displayed in *Extract 4.1*. These activities indicated completion exercises when it comes to vocabulary development. Unstructured learners as defined by Sanaoui (1995) did not implement such activities therefore revealed deficiencies such as those in *Extract 4.1*.

### **5.3 Conclusion**

In line with the above findings and in relation to the stated objectives of this research we can make the following conclusions.

The first objective was to establish sources of English vocabularies and their influences on secondary school learners' vocabulary which was translated into a theme known as sources of English vocabularies and their influences. From the standpoint of the study's findings, we can conclude that the learners obtained vocabularies sparingly from home, family and mostly school. If the language is used within the family and in the neighbourhood or input materials such as textbooks and media are provided in the target language then this would enhance English vocabulary development by Lower Nyokal learners. The school set up had teachers and textbooks which served as English input resources available for learners. Communicative endeavours and the input materials in the target language availed to learners in these settings encourage English vocabulary development. It was imperative that parents be trained on how to help their children acquire literacy skills.

The objective also set to establish the influences of these sources on English vocabulary development of learners. Worth mentioning is that all the suggested sources have underlying influences on English vocabulary development. Some homes and families in Lower Nyokal did not practice the use of English language, they do not provide any input material in form of text books or media in the target language thereby limiting engagement of learners in the language. These learners do not extent their engagement in the target language. The current study agrees with Athimoolam and Kibui's (2012) findings that home environment does not assist these learners to acquire skills in English communication. School environment also had its own influences; the input materials like textbooks may have imprecise presentation on

vocabulary information, teachers during their explicit instruction may provide imprecise presentation on vocabulary Njoroge and Ndun'gu (2014). The study concluded by suggesting sensitization of parents to avail input materials in the target language at home. A review of the presentation methodology on vocabulary knowledge both in the textbooks and by the teachers of English should be conducted.

Finally this study was to examine the teaching methods used by the teachers of English. This objective was handled under the theme; vocabulary instruction. A good number of Lower Nyokal teachers advocated for explicit concept towards vocabulary teaching. The study, however, argues from Paribakht and Wesche's (1996) observation that explicit instruction cannot hope to cover the number of words met in implicit learning concept. The implicit, explicit and strategy training concepts were proposed as suitable teaching approaches towards vocabulary development. Lower Nyokal secondary school learners experience words (familiar and unfamiliar) during their implicit learning. Unfamiliar words can be learnt by completing vocabulary exercises. It was concluded that explicit instruction; one of the ways to complete vocabulary exercises would provide grammatical information, which would support various strategies suggested in the study. When learners consult in case of a word problem they utilized social strategy, when they used context clues to get meanings of words they employed determination strategy. However, the study cautions against excessive dependant on the dictionary since it does not favour mechanical operations as repetition, recall and use of the learnt words in their speeches and written work. These activities would enhance cognitive and memory strategy.

## **5.4 Recommendation**

The researcher's recommendations in this study on socio-cultural influences on learners' vocabulary development in Lower Nyokal Division were given per each theme of the study.

### **5.4.1. Sources of English Vocabularies and their Influences**

In line with our first objective, the following are our recommendations. Reading activities has a prominent position in encouraging English vocabulary development for communicative purpose, it therefore, should be cultivated in learners of English. There is need for schools to provide input materials in the target language for learners, from which they will incidentally derive lists of both known and unknown words. English vocabulary learning exercises ought to be completed by teachers in their explicit instruction. Teachers of English need to check and guide on these lists thus give exercises on these words and conduct remedial where appropriate.

The study recommends that societies and families need to provide amenities such as public libraries to avail inputs in the target language to learners when out of school setting. Further, media input in form of radio and television should be tuned into English programmes to allow incidental encounters. The Lower Nyokal society needs to sensitize parents on how to help their children acquire literacy skills.

English language should be encouraged both at school and at home. Speaking in the target language out of school extends learners engagement with the language. This way home environment would assist learners develop English vocabularies.

### **5.4.2 Vocabulary Instruction**

In relation to objective two, the study recommends that there is need to obtain meaning of a word within its context while reading. This would limit the use of the dictionary exclusively. Absolute use of the dictionary can be detrimental to learners' mechanical learning (Carduner, 2003).

Reviews of teaching methodologies used by teachers in an ESL classroom should be done to enhance precise presentation of English vocabulary information. Teachers should guide learners into developing the following vocabulary learning strategies. First determination strategy involves learners analyzing words on the basis of their contexts, social strategy is a case where learners consult classmates and teachers to obtain meaning of a word. Memory strategies is where learners use images when learning words to form strong associations, the mechanical aspect of learning for example the use of repetition of a lexical item is the cognitive strategy which is vital in vocabulary learning. Lastly, metacognitive strategies enable learners know which words require attention most. A word that does not contribute to the entire meaning of a text can be left aside while emphasis is put on vital ones. Knowledge of these strategies together with direct instruction on how to obtain the meaning of a word would deprive learners of the act of rushing to the dictionary to obtain meaning of a word. This means that learners would analyze meanings on the basis of the stated strategies.

In conclusion, teachers of English need to combine methods of teaching that involves implicit and explicit concepts suggested in the study. Teachers' focus on encouraging learners to read and consult with them incase of word problems facilitates their English vocabulary development.



## **5.5 Suggestions for Further Research**

The study was unable to address certain important issues because of its scope. In view of this the following areas are recommended for further research.

- The study recommends that further research should be carried out to examine the development of different grammatical categories such as; tense, phrases, aspect et cetera on learners.
- Further, the study recommends a further research to be conducted on the difference in ‘Sheng’ spoken in the urban with that spoken in the rural set- up and how it affects English vocabulary development. This study did not pay particular attention to the difference.
- Lastly, the study recommends a research into the rate of English vocabulary development amongst different sexes of learners in schools. This study considered learners at the upper cycle of secondary education.

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## APPENDIX 1

### Homabay Town Sub- County K.C.S.E Performance Index (2010-2015)

<b>YEAR</b>	<b>MEAN SCORE &amp; GRADE</b>
2015	6.98 C+
2014	6.81 C+
2013	6.34 C
2012	6.31 C
2011	6.08 C
2010	6.08 C
<b>AVERAGE</b>	<b>6.43 C</b>

Data from Homa- Bay Town Sub- county Education Office (Examination Department) (2010-2015).

## APPENDIX 2

### Lower Nyokal Division Overall K.C.S.E Mean Score (2010-2014)

SCHOOL	2010	2011	2012	2013	2014	2015
1. Kuoyo Kochia Boarding Boys	6.773	5.09	6.93	6.95	7.61	8.12
2. St Pauls' Ligisa mixed boarding	6.174	5.985	6.775	6.70	5.77	6.26
3. Ombogo Girls Academy	-	5.6	7.07	6.30	6.94	7.06
4. An'giro mixed boarding	5.10	5.0	4.59	4.38	5.41	5.52
5. Nyajanja mixed day	4.678	4.66	4.72	5.93	5.23	5.73
6. God Bondo Mixed Day	4.178	4.279	3.30	3.81	4.04	3.33
7. Olare Mixed Boarding	4.139	3.653	4.211	4.74	3.71	4.46
8. Ongeti Mixed Day	3.867	5.0	5.0	4.63	5.57	4.62
9. Odienea Mixed Day	3.5	5.6	4.048	3.23	3.26	3.65
10. God Kado Mixed	-	-	4.02	4.84	4.67	4.94
<b>Average Mean Score</b>	<b>4.8 D+</b>	<b>4.99 C-</b>	<b>5.02 C-</b>	<b>5.15C-</b>	<b>5.221C-</b>	<b>5.37C-</b>

Data from Homa- Bay Town Sub- county Education Office (Examination Department)  
(2010-2015).

### APPENDIX 3

#### Lower Nyokal Division K.C.S.E English Mean Score (2010-2015)

<b>SCHOOL</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
1. Kuoyo Kochia Boarding Boys	6.82	5.59	7.3	5.78	6.04	8.10
2. St Pauls' Ligisa Boarding Mixed	6.11	6.23	6.36	5.75	6.03	6.54
3. Ombogo Girls' Academy	5.20	5.70	6.00	6.00	7.33	7.21
4. An'giro Mixed Day	5.49	4.64	4.77	3.62	5.84	5.42
5. God Bondo Mixed Day	4.6	4.49	3.09	4.00	4.61	4.67
6. Nyajanja Mixed Day	4.58	5.02	3.88	4.88	5.23	5.67
7. Odiénya Mixed Day	4.58	5.6	5.19	2.97	3.60	3.91
8. Olare Mixed Boarding	4.35	4.25	4.68	4.79	3.63	4.04
9. Ongeti Mixed Day	-	4.2	4.78	3.80	5.04	5.11
10. God Kado	-	-	3.2	3.59	4.00	4.64
<b>Average (4.99 C-)</b>	<b>4.57 C-</b>	<b>5.21 C-</b>	<b>5.01 C-</b>	<b>4.51C-</b>	<b>5.14C-</b>	<b>5.54C+</b>

Data from Homa- Bay Town Sub- county Education Office (Examination Department) (2010-2015).

#### APPENDIX 4

#### Analysis of Lower, Upper Nyokal and Asego Division K. C. S. E Performance Index (2010- 2015)

<b>DIVISIONS</b>	<b>LOWER NYOKAL</b>	<b>UPPER NYOKAL</b>	<b>ASEGO</b>
<b>Year</b>	<b>Mean Score/Grade</b>	<b>Mean Score/Grade</b>	<b>Mean Score/Grade</b>
2010	4.80 D+	6.40C+	7.10 C+
2011	4.99 C-	6.91 C+	6.40 C+
2012	5.02 C-	6.46 C+	7.06 C+
2013	5.25 C-	6.89C+	6.88 C+
2014	5.22 C-	7.40 C+	7.82 C+
2015	5.37 C-	7.60 C+	7.94 C+
<b>AVERAGE</b>	<b>5.11 C-</b>	<b>6.94 C+</b>	<b>7.20 C+</b>

Data from Homa- Bay Town Sub- county Education Office (Examination Department)  
(2010-2015).

## APPENDIX 5

### NUMBER OF CANDIDATE PER SCHOOL

SCHOOL	2010	2011	2012	2013	2014	2015
1. Kuoyo Kochia Boarding Boys	67	69	72	70	74	80
2. St Pauls' Ligisa Boarding Mixed	50	62	67	64	70	72
3. Ombogo Girls' Academy	40	47	50	48	54	58
4. An'giro Mixed Day	49	64	47	62	58	66
5. God Bondo Mixed Day	46	44	39	40	46	49
6. Nyajanja Mixed Day	45	52	38	48	53	52
7. Odiinya Mixed Day	35	38	15	29	30	21
8. Olare Mixed Boarding	30	36	48	42	33	30
9. Ongeti Mixed Day	-	26	28	38	43	43
10. God Kado	-	-	15	21	30	29
<b>Average (4.99 C-)</b>	<b>362</b>	<b>438</b>	<b>419</b>	<b>462</b>	<b>491</b>	<b>500</b>

Data from Homa- Bay Town Sub- county Education Office (Examination Department)  
(2010-2015).

## APPENDIX 6

### INFORMATION SHEET

#### **Title: Socio- Cultural Influences on Learners' Vocabulary Development**

You are invited to participate in a research study conducted by a masters candidate from Maseno University. Your participation is voluntary. Please take as much time as you need to read the information sheet. You may also decide to discuss it with your family or friends. You will be given a copy of this form.

#### **Purpose of the study**

We request you to take part in the research study because it seeks to *Investigate the Socio-Cultural Influences on Learners Vocabulary Development in Selected Schools in Homa Bay Sub- County.*

#### **Procedures**

You are asked to respond to the questionnaires or interview schedule as one of the learners/ teachers in Lower Nyokal Division. The tools will utilize 20 minutes to obtain information on the study's objectives. Data will be obtained from your various schools.

#### **Potential Risks and Discomforts**

There are no anticipated risks to your participation. When you feel some discomfort at responding to questions please feel free to enquire or skip the question.

#### **Potential Benefits to Subjects and or to Society**

You will not directly benefit from your participation in this research. The overall goal is to reveal the socio- cultural contexts that influence learners' vocabulary development. Thus it may have pedagogical and theoretical implications for applied linguists and educators in English as a second language.

#### **Payment / Compensation for Participation**

You will not receive any payment for your participation in the research study

## **Confidentiality**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by the law. The information collected about you will be coded using a fake name or initials. The information which has your identifiable information will be kept separately from the rest of your data. The data will be stored in the researcher's password protected computer for a period of approximately 3 years after the study then destroyed. When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity.

## **Alternatives to Participation**

Your alternative to participation is not to participate. Further, you may withdraw at any time without any penalty. You may also refuse to answer some questions yet you still remain in the study. However, the researcher may withdraw you from the research if need be.

## **Identification of the Investigators**

If you have any questions or concerns about the research, please feel free to contact the researcher and the two supervisors.

Esther Adhiambo Orwa.

Dr. Yakub Adams

Dr. Lilian Magonya

St Ambrose Secondary School.

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Homabay.

Private Bag,

Private Bag,

Maseno- Kenya.

Maseno- Kenya.

**Name:** .....

**Signature:** .....

**Date:** .....

## APPENDIX 7

### QUESTIONNAIRE FOR THE LEARNERS OF ENGLISH

Dear Participant,

You are invited to participate in a research study conducted by Esther Adhiambo Orwa a masters student of Maseno University. You are being requested to take part in this study because it seeks to establish the ‘*Socio- cultural influence on learners’ vocabulary development in selected secondary schools in Homa- Bay Town Sub-county*. You were selected as a possible participant in this questionnaire since you are one of the learners of English in this Sub- County. The questionnaire is related to the study’s objectives, which will only take 20 minutes of your time. Your participation is voluntary. There are no anticipated risks or benefits to your participation. You may discuss your participation with your colleagues as you will be given a copy of consent form. I request you to answer the questions below with honesty. Remember there is no correct or wrong response. I wish to assure you that your response will be treated with utmost confidence.

Thank you.

#### **Part One: Sources of English Vocabularies and their Influence (Tick Appropriately).**

1. Which language do you speak in while at home?

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2. Why do you prefer to use other languages and not English while at home?

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3. How frequent do you read story books or novels?

**1. Rarely      2. Often      3. Not at all**



**Part Three: Vocabulary Instruction**

4. Do you keep memory lists of English words you are familiar with?

**(Yes)**                      **(No)**

5. Do you keep memory lists of English words you are not familiar with while reading?

**(Yes)**                      **(No)**

6. How do you find meanings of unfamiliar words?

7. How do your teachers teach you to find meanings of the unknown English words?

---

---

8. How often do you consult with your teacher in case of word problems?

**1. Always**      **2. Rarely**      **3. Never**

9. Do you use the learnt English words in your speech or written work?

**(Yes)**                      **(No)**

## APPENDIX 8

### INTERVIEW GUIDE FOR THE TEACHER OF ENGLISH

Dear respondent,

You are invited to participate in a research study conducted by Esther Adhiambo Orwa a masters student of Maseno University. You are being requested to take part in this study because it seeks to establish the '*Socio- cultural influence on learners' vocabulary development in selected secondary schools in Homa- Bay Town Sub-county*. You were selected as a possible participant in this interview since you are one of the teachers of English in this Sub- County. The interview schedule has 9 questions related to the study's objectives, which will only take 20 minutes of your time. Your participation is voluntary. There are no anticipated risks or benefits to your participation. You may discuss your participation with your colleagues as you will be given a copy of consent form. I request you to answer the questions below with honesty. Remember there is no correct or wrong response. I wish to assure you that your response will be treated with utmost confidence.

Thank you.

1. In your view what influence learners' mastery of English language?
2. Are there examples you could give as citations?
3. Do you take learners through reading session?
4. Does reading stop in class? Do you proceed or do you have a library?
5. How do you conduct the reading session?
6. Apart from reading during reading sessions what other activities do learners engage in during reading sessions?
7. Do learners keep word lists unfamiliar and familiar words?
8. Which methods do you use to teach the unfamiliar words?
9. How do you confirm that learners understand the words they keep?
10. Why do you prefer to use the chosen methods?

## APPENDIX 9

### INTERVIEW GUIDE FOR PARENTS IN LOWER NYOKAL DIVISION

Dear respondent,

You are invited to participate in a research study conducted by Esther Adhiambo Orwa a masters student of Maseno University. You are being requested to take part in this study because it seeks to establish the *‘Socio- cultural influence on learners’ vocabulary development in selected secondary schools in Homa- Bay Town Sub-county*. You were selected as a possible participant in this interview since you are one of the parents in Lower Nyokal Division in this Sub- County. The interview schedule has 5 questions related to the study’s objectives, which will only take 20 minutes of your time. Your participation is voluntary. There are no anticipated risks or benefits to your participation. You may discuss your participation with your colleagues as you will be given a copy of consent form. I request you to answer the questions below with honesty. Remember there is no correct or wrong response. I wish to assure you that your response will be treated with utmost confidence.

Thank you.

1. As a parent which language do you speak in with your child when he/ she is at home
2. Which language do you hear them communicate in with their friends in the home surrounding?
3. In your opinion where do you think your child obtains English vocabularies from?
4. Are there amenities you provide to them that would encourage the use of English?
5. Do you have a television or radio?
  - a) Which programmes do you tune into

## APPENDIX 10

### PART A: INTERVIEW RESPONSE BY THE TEACHERS OF ENGLISH

#### **Respondent A: Teacher of English from Secondary School A.**

**Question:** In your view what influence learners mastery of English language?

**Respondent A:** When learners speak a lot of mother tongue, this influences their mastery of English language.

**Question:** Are there examples you could give as citations?

**Respondent A:** O.k. let me start by the Luo language I think I told you initially that majority are Luos. The most difficult thing we find when we try to teach them on how to pronounce certain words, there is a lot of Luo influence. You will realize that most of the Luos cannot pronounce [sh] for example when we tell them to pronounce [fish] they pronounce it as [fis]. Surprisingly these learners will pronounce it as [fis] then when you check their writing you'll find that they have written the correct thing you were looking for. They will write the correct spelling of [fish]. It is a matter of pronunciation that makes them to be like that. In that case the Kisii/ Ekegusii they also have that pronunciation they mix the [l] and the [r] like [relationship] it is very difficult for them to pronounce but when you tell them to write the word [relationship] they'll write it very well.

**Question:** Do you take them through reading sessions?

**Respondent A:** Actually that's where we find them with problems, we do take them through the reading sessions and more so the comprehensions they must read them in class. Sometimes we read the set books in class you know... the Sub- County schools, you must read with them every.../from page to page up to the end of the text. So when they read you get the mother tongue influence.

**Question:** Now... does this reading stop in class? Do you proceed/ do you have a library or something?

**Respondent A:** Yeah we have a library in fact we even have a journalism club in our school that one, also help them to develop their vocabularies, sometimes they report what

they have seen during sports at the assembly, and they also go to the library to read and we involve them in reading... they read a lot.

**Question:** How do you conduct the reading session?

**Respondent A:** Mmmm.... We do it in the classroom during English lesson. One student reads out loudly as others follow silently.

**Question:** Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?

**Respondent A:** Oooh! We normally tell them that as they read; they should pick out some difficult words, they can even underline the newspapers when they go to the library. We tell them to read the newspapers so as they read the newspapers we normally tell them to pick some new words or some terms they do not understand, and then they refer them to.../ check them in the dictionaries. So we give them room to write them down in a piece of paper so from the library they can look for them in the dictionary.

**Question:** O.k.... Do learners keep word lists of unfamiliar and familiar words?

**Respondent A:** Mmmh! That is a bit of a challenge we have not developed the word lists instead we give them essays. Yeah! We have something to do with 'Friday for writing' where they write essays every Friday.

**Question:** Which methods do you use to teach the unfamiliar words?

**Respondent A:** We normally tell them to pick some new words or some terms they do not understand then they refer them to.../ check them in the dictionaries. So we give them room to write them down in a piece of paper so from the library they can look for them in the dictionary.

**Question:** How do you confirm that learners understand the words they keep?

**Respondent A:** We encourage them to use the same words as they write their essays.

**Question:** O.k. that is good, so for those words that they already know that is acquired through some reading exposure, what other methods do you use to ascertain that the learners understand difficult words?

**Respondent A:** Apart from just writing essays o. k. we encourage them to practice them in their conversation. We tell them that even as they speak with their friends, they should try to use those difficult words so that they can get used to those new terms.

**Question:** Why do you prefer to use the chosen methods?

**Respondent A:** O. k. we've realized that when they write essays and we'll correct them it is very appropriate that they will improve in terms of the exams. When exams are set they'll come up with good essays so we try to encourage them to use them as they write the essays at the same time when they speak. When we have... for instance when we have some guests and they speak... they find it very easy to communicate.

## **PART B: INTERVIEW RESPONSE BY THE TEACHERS OF ENGLISH**

### **Respondent 2: Teacher of English from Secondary School B.**

**Question:** In your view what influence learners mastery of English language?

**Respondent B:** Background language does influence mastery of English language...yeah... it does that background language affects their development in English it affects a lot.

**Question:** Do you take them through reading sessions?

**Respondent B:** Yes I do

**Question:** Does reading stop in class... or does it proceed to some other areas? Do they read in the dormitories, do they read in the library or is it just limited to class?

**Respondent B:** Aaah... reading is not limited to class. We read in class, they also read in the library. It extends, it goes beyond class.

**Question:** How do you conduct it? Do you read story books or novels? What basically do you read in class?

**Respondent B:** Mmmh at form one level we have class readers aaah! We have story books like Moses and the genes. We introduce them to such books at form one level. At form two, we introduce the set books that are recommended by the government/ ministry aaah... so we take them through reading.

**Question:** Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?

**Respondent B:** Mmmh reading ...o.k. the students do not stop at reading. Oooh ...they read and once they have read, we always use the dictionaries to get meanings of the new words or we can say the difficult words in the passages. We always use the dictionaries to get the meanings

**Question:** Do learners keep word lists unfamiliar and familiar words?

**Respondent B:** Mmmh that is true, there are two things one they can construct sentences orally in class, they can also construct sentences in their books which are later

marked. So once a word has been identified, the meaning has been checked in the dictionary we ask the students to construct a sentence that is when the students will be able to master the usage of words.

**Question:** Which methods do you use to teach the unfamiliar words?

**Respondent B:** Mmmh...We always use the dictionaries to get meanings of the new words or we can say the difficult words in the passages. We always use the dictionaries to get the meanings.

**Question:** How do you confirm that learners understand the words they keep?

**Respondent B:** Mmmh that is true, there are two things one they can construct sentences orally in class, they can also construct sentences in their books which are later marked. So once a word has been identified, the meaning has been checked in the dictionary we ask the students to construct sentences that are when the students will be able to master the usage of words.

**Question:** Why do you prefer to use the chosen methods?

**Respondent B:** I would say that these methods have helped the students to develop their vocabularies because we see when we organize debates, students who take our instructions actually do well when they participate in debates. They know they are confident, they can construct good sentences... and... you know they are good, they are able to communicate well.



## **PART C: INTERVIEW RESPONSE BY THE TEACHERS OF ENGLISH**

### **Respondent C: Teacher of English from Secondary School C.**

**Question:** In your view what influence learners mastery of English language?

**Response C:** Given that most of them tend to use mother tongue the main influence is mother tongue interference a part from that they lack practice of spoken English language.

**Question:** Are there examples you could give as citations?

**Response C:** O.k. we find that when they are now subjected to writing work they can not write good tenses, they cannot come up with a bank of words so that they get good vocabularies and they cannot express themselves while speaking verbally either to their teachers, or to others among themselves.

**Question:** Do you take them through reading sessions?

**Respondent C:** Yeah I take them through reading session.

**Question:** Does reading stop in class?

**Respondent C:** reading goes on even during free time in their timetable, some may choose to read in class, while some would go outside.

**Question:** O. k. how do you conduct the reading session?

**Respondent C:** They read the text books that is the English text books especially the new integrated, excellent text books that we use to teach English apart from that they read the essays based texts that are normally examined.

**Question:** Apart from reading during reading sessions what other activities do they engage in? Or does the session stop at reading?

**Respondent C:** They normally do some role plays well that is captured in some of the learning units and apart from that once in a while there are normally some other places where we do debates that we encourage them to express themselves in English so as to improve their mastery of the language.

**Question:** Do learners keep word lists unfamiliar and familiar words?

**Respondent C:** Yes a number of them do but some do not do that.

**Question:** Which words specifically do they keep?

**Respondent C:** The new words they meet while they are reading that they do not know their meanings and how to use them in sentences.

**Question:** Which methods do you use to teach the unfamiliar words?

**Respondent C:** O. k. first we normally use inference while we are reading in class...but when they cannot infer the meanings of these new words I always use dictionaries so that they can also get to know the meanings of these new words, their uses and more examples in sentences.

**Question:** How do you confirm that learners understand the words they keep?

**Respondent C:** Yes I do give them writing work mostly creative compositions for the lower forms and the upper forms but for the upper forms we also go on overboard and give those essays on the novels, the drama and the other books that we do in the literary texts.

**Question:** How frequent is this writing exercise done?

**Respondent C:** Majorly it is normally once a week during the reading skill as it is taken care of in the learning scenario. But then for the upper forms that is form three and four are doing most writings as a form of their revisions and also as a form of empowering them in the process of mastering the English language.

**Question:** Why do you prefer to use the chosen methods?

**Respondent C:** Yes inference first I normally use it because while the students are taking the exams given that the learner is not going to be allowed to have any reference material so it will be in handy when they are looking up for the new words especially when it comes to reading, comprehensions, they are normally examined on the new words so it will help them infer the meanings from passages that they read in the examination room. I also use the dictionaries to help them learn new words because it gives a variety of the meanings of words, apart from the meanings, it also gives them different word forms, the word functions and also apart from that it also gives them how they could be used in sentences, because that is also captured in the dictionary and more so pronunciation is also captured in the dictionary.

## APPENDIX 11

### PART A: INTERVIEW RESPONSE BY PARENTS OF LOWER NYOKAL DIVISION

#### First Respondent

**Question:** Dhoot mar kochia mar lower nyokal ka gin dhok mage ma jokochia wacho?

[Which language do people of Kochia speak especially in the Lower Nyokal region?]

**Respondent:** Jokochia wacho dholuo, dho kisii nie igi kanyo, abandu be nitie e I gi kanyo.

[People of kochia speak Dholuo, Ekegusii is found there, Luhya language is also found amongst them]

**Question:** Sani nyithindi osehako dhi sikul te? [Now all your children go to school?] Eeee,

[yes] sani gidhi sikul? [Now they have gone to school?] Eeee. [Yes.] Oooo ma in gi jo sekondari? [O.k. and they are in secondary school?] Eeeee, [yes,] to koro kaka gidhi sikul ni dhok mane ma i- winjo ka giwacho gi osiepe gi ka gin oko mar sikul? [And which language do you hear them speak with their friends when they are out of school?]

**Respondent:** Gikiko giwacho dholuo giwacho, giwach Kiswahili, kisungu be giwacho. [They mix, they speak dholuo,they speak Kiswahili, English is also spoken.]

**Question:** To in kaka janyuol in dhok mane ma iwacho gi nyathini e seche ma en ot ma osewuok e skul? [And you as a parent which language do you speak with your child when they are in the house, when they are out of school?]

**Respondent:** Dholuo ema wawachoga mangeny saa moro wawacho Kiswahili, kisungu no be saa moro wariyo wakiko. [Dholuo is what we always speak at times we speak Kiswahili, at times we squeeze and mix that English.]

**Question:** ...erokamano to pachi...in gi pachi te iparo ni nyathi onego on'ge kisungu kanye?

[...thank you so much with all your views where do you think a child should obtain English words?]

**Respondent:** E skul to ema nyathi n'geye kizungu nikech min nyathi ok di bed piny mapuoj nyathi kisungu ma on'ge! [In school is where a child should know English because a mother of a child cannot sit down to teach a child English until he knows.]

**Question:** O. k. to ka gin e ot ka ere kaka ijiwogi mondo mi gi n’ge kizungu ni, kata mondo mi giwach kizungu ni? [O.k. and when they are in the house how do you encourage them to know this English, or so that they may speak in this English?]

**Respondent:** Kaka wajiwogi... [The way we encourage them...]jee.[Yes.] saa moro wanyalo keto a keta debate wawacho ni koro wadwa wuoyo gi kizungu ma koro o’nge wacho dholuo, koro wajiwore saa moro n’gato owacho maber, saa moro ji nyiero saa moro n’gato owacho marach, saa moro be ipenjo n’gato question moro gikizungu, books moko be imiyo gi kanyo gisomo, inyiso kata nyathimoro ni aaaaa lok nwa gima osom no?[At times we may decide to debate and we say that we want to speak in English and that no one to speak in dholuo, and we encourage each other at times one speaks well, at times people laugh at times someone has not spoken well. At times someone is asked a question in English, some books are also given they read, you tell one of the children ...now...translate to us what has been read.]

**Question:** To iyudo ka giloko maber? [And do you find if their translation is correct?]

**Respondent:** Gitemo. [They are trying]

**Question:** Awinjo kiwacho buge kizungu, migao mane mitimo kaka janyuol mondo mi nyathi on’ge kizungu? [I have heard you have talked about books of English, which measures do you employ as a parent to enable a child know English?]

**Respondent:** Atemo nyieo buge moko kanyo mag kizungu, moko be imiyo gi e sikul. [I try buying some books of English, some are also given in school.]

**Question:** To be uneno tv kata winjo radio eod u ka? [Do you watch the television or do you listen to radio in your house?]

**Respondent:** Tv pok wanyieo radio tonitie. [We haven’t bought a television but we have a radio]

**Question:** Station mane ma uhero winjo eod u ka? [Which station do you like listening to in your house?]

**Respondent:** Wan wahero winjo radio ramogi. [We like listening to ‘Radio Ramogi’]

## **PART B: INTERVIEW RESPONSE BY PARENTS OF LOWER NYOKAL DIVISION**

### **Second Respondent**

**Question:** Kabla mtoto hajaenda shule unafanya nini ili aweze kujua kiingereza? [Before a child gets to school what do you do to enhance their knowledge of English language?]

**Respondent:** Kabla motto hajaenda shule ... [before a child gets to school...] eeh [yes] mimi simfanyii chochote mpaka aende shule ndiyo afundishwe apate kujua kiingereza. [Myself I do nothing until he gets to school is when he is taught so that he knows English.]

**Question:** Oooh ...sawa sawa swali linguine ni, wakati wanapoenda shule hao huongea lugha gani na marafiki zake wa kutoka hapa karibuni? [Oooh ...it's ok another question, which language do they speak with their friends who come surrounding?]

**Respondent:** Sasa vile wanaanza shule ndiyo wanaendelea kuwa wakubwa ndiyo wanaanza kuongea Kiswahili na kiingereza. [Now as they begin going to school they continue growing and they begin speaking in Kiswahili and English.]

**Question:** Oooh... na wewe kama mzazi unafanya nini ili... au ni lugha gani huwa mnaongea mkiwa hapa nyumbani? [Oooh...and you as a parent what do you do ...or which languages do you speak when you are at home?]

**Respondent:** Sisi tunaongea Kiswahili. [Us we speak Kiswahili] Oooh na kijaluo? [What of dholuo?] aah kijaluo wanakoroga wanaingiza hapo ndani. [Ooh they mix dholuo inside.]

**Question:** Oooh...na kwa maoni yako watoto haswa hupata maneno ya kiingereza wapi? [Oooh... and in your view children specifically get English words where?]

**Respondent:** Shuleni. [School]

**Question:** Shuleni eeh na wewe kama mzazi wewe unawahimiza vipi waweze kujua kiingereza wakiwa nyumbani? [School...er...and you as a parent how do you encourage them to know English at home]

**Respondent:** Mimi wakikuja nawaambia chukueni ile kazi mumepewa shuleni mkafanye. [Myself if they come I tell them to take work given from school and do.]

**Question:** Na je kuna mikakati ambazo umeweka kuzidi ile kazi wanaopewa shuleni? [Are there other measures apart from those given in school?]

**Respondent:** Hakuna [nothing]

**Question:** Je nyinyi husikiliza radio au hata kuona runinga? [Do you listen to radio or the television?]

**Respondent:** Sisi tunasikiliza radio tu, bado hatuna runinga. [We listen to radio only]

**Question:** Na ni stesheni zipi ambazo nyinyi husikiza? [And which station do you listen to]

**Respondent:** Mzee yeye yake ni ramogi tu na mimi kwa vile nimeokoka napenda sana kusikiliza radio kisima na sayare tu. [My husband is the only person who listens to 'ramogi' myself because I am saved I love so much to listen to radio 'kisima and 'sayare' tu.]

**Question:** Na watoto pia husikiliza radio? [Do the children also listen to radio?]

**Respondent:** Si mara nyingi... [Not always]

## **PART C: INTERVIEW RESPONSE BY PARENTS OF LOWER NYOKAL DIVISION**

### **Third Respondent**

**Question:** Dhook mage ma I wacho gweng u ka? [Which languages do people speak in your region?]

**Respondent:** Gwen'g ka aneno ka dholuo ema iwacho. [In our region I see people speak in dholuo.]

**Question:** In kaka janyuol dhook mane ma iwacho gi nyithindi eodi ka? [You as a parent which language do you speak with your children in your house?]

**Respondent:** Wan wawacho dholuo, [Us we speak dholuo], nyaka joma dhi skul gi be [Including those who go to school?], eee en mana ni seche moko to wadiro Kiswahili kata kisungu matin matin. [Yes, only that at times we throw in Kiswahili and even English bit by bit.]

**Question:** In gi pachi te kare nyithindwagi onego oyud weche kizungu kanye? [In your own opinion then where should our children obtain English?]

**Respondent:** Sikul ema nitie gi jopuonj ma olony gi weche mag pujo. [In school is where there are teachers conversant with issues about teaching.]

**Question:** Kare in part mane ma itimo mondo nyathini on'ge dhumo kizungu? [Then what part do you play to enable your child speak eloquently in English?]

**Respondent:** Eee... dhum to ber ndi an kasechulo fee, nyathi ema koro obedi e skul mondo opuoje dhum, an aonge gima anyalo timo nikech an tichna en manyo fee. [Yes speaking eloquently is very nice, once I have paid fee, it is upon the child to be in school to be taught how to speak eloquently, I don't anything to do because my work is to pay school fee.] Fee kende ema ichulo ma kata buge ma isomo gi ok nyieo? [You only pay fee, you do not even buy books to be read] Eee buk be anyieo, to kata kamano n'geny buge to giyudo e skul. [Yes I buy books, even though most of the books are found in school.]

**Question:** Be nitie migao moro a mora ma iketo e ot ka makonyo nyithindi gi weche mag kisungu? [Are there any measures you have put in this house to help children with English words?]

**Respondent:** Seche gi mag somo kosechopo to anyiso gi giweyo tije te mondo gi dhi gisom mano e kaka akonyo gi e weche mag somo. [When their times for studyiny come, I tell them to stop all the works and to go and study, that is how I help them gain knowledge in English words.]

**Question:** To be un gi tv kata radio eot ka ma uneno kata uwinjo? [Do you have a television or radio in this house that you watch or listen to?]

**Respondent:** Tv nitie to ndalo sikul ok ahero ni mondo nyithindo one, nikech gintie gi tije man'geny mag sikul ma onego gitim. Radio matin to mara ma awinjo go ramogi e gul kora kocha kasedhi nindo. [We have a television but during school sessions I do not like children watching, because they have a lot of work from school that they should concentrate on. The small radio is mine that I listen to 'Ramogi' in my bedroom once I have gone to sleep.]



## APPENDIX 12: COMPOSITION EXTRACTS

As I walked towards our gate holding the brown envelop<sup>s</sup> the principal had given me. I wondered how I would face my father because the envelop had a suspension letter in it and my father is against being suspended from the school. I tip toed towards the house not knowing that my father has already received the news from the principal through the phone and he was looking me through the window.

Immediately I entered the house, I had my father's voice asking me why I am out of school and I have cleared all the school fees for the year. I decided to cheat him that I am so sick. He slapped me on my cheek and I fell on our soft velvet chairs. By then I had no option but to tell the truth that I was suspended from school because I sneaked out to go to a nearby girls school. My father called the police officers to come and come me, this unlisted<sup>sp</sup> threat of disaster was bequeathed<sup>use</sup> me and I had to run away from our home.

I went to the streets and I became the<sup>use</sup> street child till one day I decided to go home and take my punishment and to go back to school on that day is when I realized that experience is the best teacher and there is no other way to become successful without education. When I reached the house all our family members were taking their meals in the dining room and they all assumed me when I knocked the door. Then my father raised his voice and told me that "I don't do not want to see you in my compound<sup>sp</sup>." My mother asked for forgiveness on my behalf and I was allowed back to the house.

The following day I was taken to the police station and I received my punishment that made me not to sit on a chair for a week. Then my father gave me work

to do so that ~~he~~<sup>he</sup> can give me the requirement that was needed in school after breaking bounce. After finishing the work my father bought the requirements and I was know to go back to school.

When we reached the principal office I was afraid to enter because I was to be given other punishment is when I can be allowed back in school. I was caned by the principal and give a piece of lund to dog is when I can go back to class. After finishing the work I was called by the principal and he instructed me to go to the guidance and counselling office to receive the advice. there I was advice by the teachers incharge who even made me to swear that since that day I will never go against the school rules and regulation and if I decided not to change my habits I would be expelled away from the school.

As I walked towards our gate holding the brown envelope the principal had given me, I wondered how I would face my father, who was forever harsh and hardly tolerated any nonsense, like that. I had to go in, but according to the letter I carried in the envelope, I knew my father would first hack me immediately after reading the suspension letter.

When I entered the house, only my mother was present. Father was still at work. I handed the letter to my mother who read it and only nodded her head. She was disappointed with me, following all that she read in the letter. The letter clearly indicated that my friends and I had sneaked out of school to attend a nearby disco the previous night. My mother felt very lousy and she only told me to wait for my father.

In the next hour when I was in my bedroom, stressed, I heard a knock at the gate. I knew it was my father who had come. My mother went and opened the gate. I peeped through my bedroom window to see who he was and really he was my father. I began to perspire as a result of fear since the man was a no-nonsense man and cases like that <sup>of</sup> mine were handled mercilessly by him. When he entered the house, he found the letter on the table, read it and from that moment his happy mood changed instantly.

When he stood up, he went to his bedroom, undressed his work artires and took his whoop. He then came to the sitting room, sat on the sofa and called me. I went and stood before him with my head bent low. Before even asking a question, he gave me a whap that left me falling <sup>to the</sup> fallen on the ground. "I will kill you rubbish today," he said angrily, and when I

heard this, I quickly found my way out of the house without his attention and was not seen again.

For quite a number of days, I was not seen. My parents were very much worried. They had several thoughts about where I would be but the<sup>use</sup> were unable to trace me. I too was afraid since I knew that my father was still waiting for me with the same bitterness. Several relatives had been informed and now I was being hunted.

After about three weeks, I decided to return home. Though afraid, I had to go since home is the best. I peeped<sup>use</sup> into my bedroom with no one noticing and slept upto the following day when I was noticed.

10

As I walked towards our gate holding the brown envelope<sup>SP</sup> the principal had given me, I wondered how I would face my father. I sat next to the gate thinking on what to do and how to approach<sup>SP</sup> him. He used to be very cruel especially on matter of education.

I had nothing to do but just to approach<sup>SP</sup> him and tell him what had happened. I entered inside the house and found the family members taking their lunch meal and on seeing me everyone got surprised and gaped at me as I removed my bag from ~~to~~ my back and sat down.

There was a great silence in house that was a indication of a dangerous thing. A soft vibe was had<sup>SP</sup> from my mother welcoming for the meal. I joined them for the meal as everything was assumed, they then kept on with their story as I kept quite<sup>SP</sup>. I felt as if the ground could upon to consume me but my thoughts could not come to reality.

After everybody was through with taking the meal my father asked me to tell him why I was back home, I kept quite<sup>SP</sup> since I was afraid of him. He then took the envelope and opened it and took the letter from it as he read the letter he kept on being annoyed, as the other family members were eager to know what the problem is.

Tears of sorrow rolled down my cheeks<sup>SP</sup> as my father breathed in a manner that could make his heart come out from its cage. After he was through with reading he told the other family members

what was wrong. I knelt down before him and asked for forgiveness but he kept on looking at me. All over sudden he told me to sit down and not to repeat such a mistake again. I thanked God in my heart for having made him to forgive me and I promised him not to fight again with other students.

Our school was just near home so he told me to prepare and we go back to school before late. I prepared and without wasting any minutes we drove back to school. We found the principal annoyed and did not want to look at me anymore. My father talked with him and I also promised not to do the same again.







A

As I walked towards our gate holding the brown <sup>sl</sup> envelope the principal had given me, I wondered how I would face my father. I walked with a lot of fear and so many numerous things ran across my mind. My father was very <sup>sl</sup> ~~harsh~~ and could not tolerate any cases of indiscipline. I walked as I know what was awaiting me.

I opened the gate and got into the house. I counted myself lucky because I did not find my father at home. I reached home at around noon and my stomach was empty and so I decided to ~~take~~ <sup>fetch</sup> something so that I could consume after taking my meal. I went to the bathroom and bathed, then I put on my home clothes.

I opened the television so that I could entertain myself before my father could arrive. Immediately I switched on the television I had a round of car, I decided to be more attentive and this was my father's car. I thanked God for the 'Lion' had not yet arrived. My mother was surprised to find me home and she did not ever utter a word to me, I thought that she had already known everything.

I went to her and brought out some food stuffs that she had ~~trough~~ bought from the market. I washed them and packed them in the fridge. She was still in her rooming changing and I knew that my father was also soon coming home. After some few minutes my father was at the gate.

My mother told me to go and open the gate and I went but I was not myself.

When he came out of the car, he asked me what I was doing at home and I was in silence for some few minutes. He repeated the question and I told him that I was sent from school. He did not bother to ask me the reason why I was sent from school.

When supper time reached, we ate our meal very well and after that he asked me the reason why I was sent from school. I went to my room and brought for him the brown envelop. I was sent from school because I had sneaked into the bus and went for the releasing of the District Evaluation Test that we had done with some schools. When he opened the envelop he read it and he just told me to go to sleep. When I went to my bed, I could not sleep because I thought he could break into my room and beat me thoroughly but that did not happen till the following morning.

Lucky enough we got the principal, my father was a <sup>use</sup> good respected man so they had to talk <sup>on</sup> my behaviour as they were speaking. I was in deep sorrow for why I had done that. . . I had given answers to neighbour to copy at the examination room.

The case was minor to me but an elephant those in administration. After their talk my dad was patient he was again told of other behaviours of mine though from my listening others were added on me but I remained humble. The time depart reached. I had gone for a short call we came and never saw my dad seemingly he had home.

My father never gave me any money before leave and the principal wanted me off. I hurriedly followed my dad reaching home I never found I took some of my savings and left to look for place to live since I knew dad never tolerated any nonsensical nonsense.

Staying there for a week life was difficult and father never even searched for me. I acted like a street girl but since I knew I had a small cont in my head which would <sup>give</sup> put me in chance at th I went back to plead for forgiveness. I was forgiven and went back to school after the other week got over all the requirements and I wasn't the same again.

Write a composition beginning;

As I walked towards a gate holding the brown envelope the principal had given, I wondered how I would face my father with such an envelope-----

### EXPERIENCE IS THE BEST TEACHER.

As I walked towards a gate holding the brown envelope the principal had given, I wondered how I would face my father with such an envelope with unpleasing words. Truly, the people of the bad rock did not beguiled us when they lamented, 'Experience is the best teacher?'. I had just come to pick my calling letter from the principal <sup>from</sup> my school. Little did I enter the principal's <sup>office</sup> staff when he started quarrelling. Surely, I did not know what to do. Suddenly, he told me to go out of his way perhaps to come later.

What a day in my life! I kept cool and <sup>so</sup> quite as a church mouse ready to hear the principal's final words. I ~~match~~ <sup>matched</sup> out very tongue-tied and could not utter anything. No sooner had I came out than he closed his door. I could not believe my eyes. Immediately, I took a seat on a bench outside his office. Truly, I could not tell.

Many questions triggered my brain but no answers to them. After two and half hours, the principal called me to take my results slip which was inside the brown envelope. Before I ~~could~~ <sup>could</sup> match out,

Before I could match out, he told me to open the envelope and read while he ~~was~~ hearing. Without further ado, I opened the envelope and read the written words in it. Oh! What a flabbergasting words that was!

Surely I could not believe. Tears of sorrow began rolling <sup>down</sup> my tomato cheeks as I thought of what was going to be the next at home. I had failed in examination ~~terribly~~. My grade was not pleasing at all. After checking and read the letter, the principal told me to match out of his office.

Genuinely, the principal was not happy with me at all. He told me

Write a composition beginning "As I walked towards our gate holding the brown envelop the principle had given me, I wondered how I would face my father with such an envelope . . .

WHAT A FATE!

As I walked towards our gate holding the brown envelop the principle had given me, I wondered how I would <sup>so</sup> face my father with such an envelop. I walked cowardly towards our main door ready to take a step into the house. I had been suspended.

My father was in his masterroom so I had to tip-toe <sup>quietly</sup> ~~quietly~~ to my bedroom to search for enticing words to tell my father. Inside the envelop was a suspension letter with it containing a lot of requirements for my mistakes. I was to bring a ream of paper, photocopying papers, two oxford dictionaries. A box of red pens for teachers and dozen of chalks.

"Daddy I am staying home for two weeks then I'll go back after such a time." Whaaat! my father <sup>tense</sup> ~~yield~~ but all was in vain I handed him the envelop and went to my bedroom since I believed that he was to take my life and indeed he would.

"Ngira? Ngira? Ngira?" he called then I responded weakly, "Come here!" I was afraid so I had to wrap myself with all kind of clothes that I had ready for canes but dad <sup>never</sup> ~~rather~~ believed that caning was a solution but immediately we had to board a vehicle upto school.

that I just continue with my bad characters which made me to fail in exam. He also told me to continue with bad company which has ruined my good morals. Quickly ever so quickly, he ordered me to depart on his sight. I started trembling as a chameleon on a fig tree ready to get out but it was impossible I pleaded for the principal to do away with the unpleasant written documents but he could not.

Without dilly-dallying, he took out his cane but I dashed out full of fear and moodless face. I thought of what to do but nothing. I walked directly to the gate hoping the heavy door to open very wide for me to get in. Rhetorical question triggered me but no true answer came out. What a mind-boggling situation that was!

Truely 'Experience is the best teacher. I could not believe what had happened to me. The result <sup>of the</sup> exam was not pleasing. My father had nothing to tell me about the result slip but he was very sad and favoured me about the result. He was very sad to tell me <sup>passed</sup> displeasing words the principal had told me before.

Write a composition beginning: As I walked towards the gate holding the brown <sup>SP</sup>envelop, the principal had given me, I wondered how I would face my father with such an envelop <sup>cont</sup>. This was after the release of the national examination that I had come to pick. ~~my~~ ~~results~~

By the gate, I realized that failure has no friend. The watchmen spoke to other girls who had pleasant smiles on their faces with a soft voice. Suddenly, it forced me to at least talk to one of the girls who was <sup>SP</sup>engrossed <sup>in</sup> but the girl refused to respond to my interests.

I walked out of the gate with bitterness not knowing that a rolling stone gathers no moss. My face was frightened with sorrow and grief, the way I was going to present the envelop <sup>SP</sup> to my hardworking, brutal and emotional father. I found no answer to my rhetorical questions.

Certainly, I <sup>decided to</sup> ~~take~~ the snail's speed so that I cannot reach home early as I was instructed. After a short while, it started getting darker than I had expected. It forced me to fasten my speed as an antelope.

Reaching home I found my father and my beloved mother sitting in the sitting room waiting

Write a composition beginning:

As I walked towards our gate holding the brown envelope the principal had given me, I wondered how I would face my father with such an envelope. The walk to our home seemed to be <sup>long</sup> short that day, ~~in~~ in fact I wished the distance could be added so that I don't <sup>use</sup> get to reach home that fast.

There, my father was, in his ever stony face. It was not until my father gave me a strange glance that fear took the better part of me. Has he known what the envelope is all about? That was the idea in my mind. "Hey! boy what have you come to do with that envelope." My trembling lips could tell the danger I was about to explain to my dad.

I had to give out the envelope to the dad so that he confirm the story by himself, seeing is believing, as they do say. "Indiscipline!" he exclaim I had to narrated the cause of indiscipline indicated in the envelope. Being that my father was that rope kind of high tempered man, he landed on me in slaps, upon getting my narration.

I remember vividly how Sheik my deskmate had advised me not to go for dawn that ~~for~~ morning since there was an examination on Mathematics. Mathematics being so unfriendly to me I decided to keep Sheik company not knowing the reputation's of missing an examination.



Both well discipline and a performer I remember the night on the table everybody prayed for me and as we were munding the delicious delicacies my sweet mother had prepared that night everybody made the ~~game~~ <sup>game</sup> going and none wasn't in the bo mood. My promising father had promised me that I would go and do my further studies in abroad after my best results.

Remembering this I cried and rolled down the cold floor, I whined and bay the time I woke up from the floor I found myself on the bed in my bedroom. I slowly opened my red swollen eyes and what I saw made me <sup>Tense</sup> jumped out of my ribs all my family members were next to my bed some were laughing talking - my younger sister and my 'cheeky' brother were giggling loudly. I called out my mother and the room went as silent as grave.

No one even moved aborne they all hugged me as they smiled <sup>at me</sup> and told me its ok I'm your daughter we know what has happend as I saw the wet envelop on his hand and they told me they have worked on it and that I have a plain. I could nit believe but all I did was to shout and <sup>Tense</sup> jumped out of the bed as they all hugged me for cure where there is a will there is away.

### WHY ME?

Write a comparison beginning: As I walked towards our gate holding the brown envelope. The principal had given me, I wondered how I would face my father with such an envelope. I hardly had believed it. Many questions were running on my mind, surely what went wrong. I murmured murmured his words as I stood on the door step. Though there was nobody at home, so the next step I took was opening the door and locked it.

I threw myself on the large new brown African leather sofa which my lovely mother had saved for years to buy. The scorching sun penetrated through the roof and the radiant reflection was so unmanageable. A chill of coldness passed through the open windows. I couldn't understand the feelings I had. Everything seemed to vanish one by one. The dreams I had planned the vague visions that I had, <sup>the</sup> imaginative bright future dashed in the air.

I went <sup>SP</sup> ~~mur~~ for about twenty minutes, two seriously in a deep thought. I opened the envelope again to confirm if it was an hallucination, or what ~~was~~ it ~~was~~. Everything was well written and when I read again, I tried reading it loud to be sure. We are very sorry to tell you that enough "Dear Beatrice back and that we are also very sorry that you can't be joining any university next year. We request you go back to form three <sup>SP</sup> so you can start <sup>SP</sup> get back from next year. I the principle of the school tried my will is best to work out for your results to come out but it was all impossible take heart and next year you can still Join us"

<sup>SP</sup> Tears rolled down my rosy cheeks as I remember the previous night my humble father expected much from me for he always knew an academic giant

Both well discipline and a performer I remember that night on the table everybody prayed for me and as we were munching the delicious delicacies my sweet mother had prepared that night everybody made the ~~game~~ <sup>game</sup> going and none wasn't in the best mood. My promising father had promised me that I would go and do my further studies in abroad after my best results.

Remembering this I cried and rolled down the cold floor, I whined and busy the time I woke up from the floor I found myself on the bed in my bedroom. I slowly opened my red swollen eyes and what I saw made me <sup>Tense</sup> jumped out of my ribs all my family members were next to my bed some were laughing talking. My younger sister and my 'cheeky' brother were giggling loudly. I called out my mother and the room went as silent as grave.

No one even moved aborne they all hugged me as they smiled <sup>at me</sup> and told me its ok & my daughter we know what has happened as I saw the wet envelop on his hand and they told me they have worked on it and that I have. A plain, I could nit believe to but all I did was to shout and <sup>Tense</sup> jumped out of the bed as they all hugged me for cure where there is a will there is a way.

c

## MY STRENGTH

Write a composition beginning with; As I walked towards our gate holding the brown envelope the principal had given me. I wondered how I would face my father with such an envelope. Every step I would make as I walked towards the gate I kept on asking myself how this heart-breaking news was going to make him react.

When I got everybody was at home including my extended family, ~~we~~ <sup>we</sup> were eagerly waiting to rejoice over my result. Being the first born in our family I had to set the pace for the rest of my siblings. My family had total trust in me that I was going to score an (A plain) in our Kenyan Secondary Certificate of Secondary Education (K.S.C.E). By being the one who did the exam I decided that I was going to be the first one to see it before the rest. Surprisingly I had scored a C plain.

Immediately after reading I was all down in tears, trying to ease the pain I felt and forget my failure. By that time my mind was already set that I was going to commit suicide. So I left the room and handed the envelope to my father whom I knew that had possessed some character traits of a lion. I knew before I would get a nice strong rope he was going to before the rope I was going to use.

As soon as I got the rope he came to me looking serious and full of pain.

I was shocked. "Hannah! You don't have to do this there is a reason behind every failure even though you have not achieved your goals in education you are still a life and still strong to change something different from education into a great better thing rather than committing suicide." My father told me looking so downhearted. After he finished talking I changed my mind and I realised no one drops a needle or a bunch of hay and expects to find. I had to accept that whatever I got was my result.

Two years later I went with my cousin in Canada and he gave me some people to train me on how to handle office resources through my paragraphs to learn and with great earnestness I was already an expert and I got employed in one of the biggest office in Canada and within a period of one year I was made a manager and I was also one of the richest people in Canada. When I got back I realised I had to be the life of everyone in our family and as well my village member. From that time I got the respect I would every require from everyone. I imagine if only I would have committed suicide then I would not enjoyed all this riches with everyone in our village.

write a composition that begins with: -  
As I walked towards our gate holding the brown envelope<sup>of</sup> the principal had given me, I wondered how I would face my father with such an envelope, since (Qomka) I knew that the envelope<sup>s</sup> must have contained ~~my~~ the mistakes that I did on the last Monday. We were found sneaking out of the school together with the neighbouring school, and principal told us that he was going to take serious action on that matter. And? Therefore, when he called me to go and pick that envelope<sup>s</sup> that evening, I just know<sup>Tense</sup> that it was<sup>about</sup> the case<sup>that</sup> that we did.

That very evening, I found my father reading<sup>use</sup> a magazine on the veranda, and when he saw me, he never greeted me the way he used to, but demanded for the magazine that I carried in my hand. Since I could not deny him the envelope, I gave him the envelope and walked to my bedroom. Before reaching inside my bedroom, I heard a harsh sound from the vatanadah saying, "Whose this paper (girl) who sneaked out of the school? and within a twink of an eye, I heard him calling out my name saying, "Velma! come here; I did! You want to explained for me where you were sneaking to and the reason which made you to sneak because it seems you have started giving some hints on you."

I <sup>Tense</sup> ~~stun~~ <sup>stun</sup> with my ~~one~~ leg perplexed, not knowing where to head to. While I'm still ~~stun~~ <sup>stun</sup> thinking of what to do, I heard a hot slap

my waist. Since I could not defend him, I made  
a loud sound that could <sup>waken</sup> ~~wake~~ the class  
so that I ~~seeked~~ <sup>feels</sup> an help from the ~~my~~ people.  
While <sup>Phil</sup> shouting for the help, he <sup>found</sup> ~~found~~ <sup>stuck</sup> on my  
head that I just found myself kissing the  
dirty ground. I ~~stuck~~ <sup>stuck</sup> these as fault as I ~~could~~ <sup>could</sup>  
and made my way to my uncle's place. I ~~wondered~~ <sup>wondered</sup>  
if my father was my biological father or  
step father. From that day I learned a lesson  
and make a ~~decision~~ <sup>decision</sup> on how I can ~~remind~~ <sup>remind</sup> ~~my~~  
myself from bad behaviors, and on how to  
stop doing bad things in group. I learned in  
a hard way and punished for the mistake that  
I was not <sup>supposed</sup> ~~supposed~~ to belong to.

As I walked towards our gate holding the brown envelop the principal had given me, I wondered had I would face my father with such an envelop, having in mind the character that he had towards those who did not believe on the principles of discipline. Tears of sorrow rolled down my cheeks, regrets surpassed my mind and pillar of fire seemed to be blazing in my heart.

It all started during the third term of the school programme. I had <sup>st</sup> decided to myself that I had to sneak with an electronic gadget or rather a phone into the school compound. Phone was an illegal item in the school and anyone found in possession of it would hand it over to the teachers before heading home for two weeks suspension. All these did not cause any threat within me as I successfully sneaked with the gadget past the watchman after being strictly checked.

Having a phone in school was such joyous as I thought I was the best among other students. Aside, grabbed the better part of me. It was also quite difficult and demanding for such a gadget. There were my fellow students who only wanted a slip opportunity in order to own my phone. Teachers were also on the hunt looking for their phone preys. It was such a difficult work handling phone in school.

As wisdom is accompanied by benevolence, so is indiscipline accompanied by consequences. Before long, teachers had been rumoured to that I had a phone in school. I was in great hunt as any slight movements that I made in the school compound were under great watch. One fine morning, I decided to leave my phone inside



the box and head to class. Unfortunately, when I came back to the dorm during lunch time break, I found my box broken into and my phone was missing. I was told by my dorm mates that one of my friend had decided to break into my box and he successfully took my phone.

I started running hither & thither around the compound looking for the friend. I found him taking his lunch meal under a tree and started raining ~~fast~~ fist on him. He was badly injured and was hurriedly rushed to the hospital. I was immediately summoned to the principal's office who did not hesitate to give me an expulsion letter. I wished the world could shake so that I can <sup>tense</sup> link.

I travelled home the very day and found my father at home. Bitter are the tears of Gelfaqse. My father looked at me and left the room shedding tears. The letter was containing more than what the eye could sustain. This was a backside that I knew automatically will lead to my failure in life.

As I walked towards our gate holding the brown envelope the principal had given me, I wondered how I would face my father with such an envelope knowing at the back of my mind how he reacted towards Indiscipline cases. He is always strict in schooling and I had known all the consequences I would face immediately he gets his envelope and reads it.

It was at noon during the opening day when I got into the school compound with my backpack being checked by the gate by the patron. I made it safe into the school with the bottle of beer that I carried to mix with water anytime I left the dormitory for the evening prep. We used to do this in our cube before we <sup>started</sup> attending the morning and evening classes. We were great in the whole school as we called ourselves "tears of a lion" everything we did would involve all of us.

When time had come that the evening classes began an idea came to my ~~head~~ thoughts that we had to sneak and attend the disco that was nearby the school. As roll call was being taken surprisingly we were not counted out and this was the second time caught sneaking outside the school. As the sun rose and morning came we were called as a group of those who sneaked fruits when I realised I was going nowhere as a group but to my father's place alone each of us was given a cheat and a written letter after checking our boxes being <sup>caught</sup> caught with all types of drugs. I walked outside the gate individually and that when all came to my senses that I was an individual heading at home alone and not as a group.

I got into the compound ~~early~~ holding the envelope I had come with from the school, as I got into the house I changed and began ~~doing~~ all that my father was going to tell me after reading the envelope. I began washing the dogs kennel, treating the dense and finally finished with washing the latrines. My mom asked me why I had done all that, I would not talk but handed his envelope to her in the kitchen. As she read through she was astonished and she had to let my father know about it. I shivered as she went towards my father explaining all that she had read. I was called and rushed as I knelt before my father asking for forgiveness. My father did not only wiped me severely with his belt but also sent me to a juvenile centre for two months due to all that had been entailed in the letter.

Write a composition that begins with:  
As I walked towards our gate holding the brown envelop the principal had given me I wondered how I would face my father with such an envelop. It was a sad day which I will always remember in my life. In our school there was large number of student all the students were discipline <sup>tense</sup> except there was a certain group which really disturbed mind of teacher and the individual I was among the group. Wrong use.

In the school there was a certain big tree where the group which disturbing <sup>tense</sup> the teachers really like <sup>tense</sup> to sit on under it because there was a lot of fresh air passing by going up in the mountain. The group really disturb <sup>tense</sup> the student in the school. They were stealing books of the student and broken <sup>tense</sup> their boxes of their fellow students and take their property which they put inside their box.

The head boy <sup>tense</sup> try <sup>tense</sup> hard to defend them in various ways but there was no change among ourselves we were still going on with the bad behaviour which we have until we united the head boy of the school. It is unfortunate that all student know those our group very well that they can even mention every name of the members of the group which also take alcohol and continued to be in discipline in the school. However our <sup>tense</sup> principal leader try to guide us.

It was unfortunate when we were found by the school principal on Friday night when we were talking alcohol and some smoking the cigarette that day was not usual as any other day. I tried to tip toe towards the fence but principal was with contact with us but difficult thing is that were caught several times to stop to be indiscipline in school we will face consequences we take that statement as joke.

The principal order with alcohol and wine were here all of you we well kept quiet and feel principal humbly thinking that he is going to show us sympathy but it was unfortunate we all saw principal giving us a letter from his office two letter for our parents to come to school to see his report of his school I was afraid about that because I know my father how he was to react with at home because over himself he as warn me to be indiscipline is bad for me to a good boy.

## APPENDIX 13: PERMIT



### MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050  
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Private Bag – 40105, Maseno, Kenya  
Email: muerc-secretariate@maseno.ac.ke

**FROM:** Secretary - MUERC

**DATE:** 12<sup>th</sup> August, 2015

**TO:** Esther Adhiambo Orwa  
PG/MA/6047/2011  
Department of Linguistics  
School of Arts and Social Sciences, Maseno University  
P. O. Box, Private Bag, Maseno, Kenya

**REF:** MSU/DRPI/MUERC/00200/15

**RE: Socio-Cultural Perspectives on Learners' Vocabulary Development in Selected Secondary Schools in Homa Bay Sub County, Kenya. Proposal Reference Number MSU/DRPI/MUERC/00200/15**

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 12<sup>th</sup> day of August, 2015 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 11<sup>th</sup> August, 2016. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 14<sup>th</sup> July, 2016.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 14<sup>th</sup> July, 2016.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

Yours faithfully,

Dr. Bonuke Anyona,  
Secretary,  
Maseno University Ethics Review Committee.



Cc: Chairman,  
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED

