

**THE ROLE OF OUT-OF-CLASS EXPOSURE IN SECOND LANGUAGE
ACQUISITION – A CROSS-SECTIONAL RESEARCH OF WAJIR GIRLS
HIGH SCHOOL: NORTHERN KENYA**

BY

MUVAYIA N. CAROLYNE

**A Research Thesis Submitted to the School of Arts and Social Sciences,
Department of Literature, Linguistics, Foreign Languages and Film Studies in
Fulfillment of the Requirements for the Award of
Master of Philosophy in Linguistics**

Moi University

2025

DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree in any university; no part of this thesis may be reproduced without prior permission from the author and/or Moi University.

Sign:_____ Date:_____

MUVAYIA N. CAROLYNE

SASS/PGLIN/01/12

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as university supervisors.

Sign:_____ Date:_____

PROF. MARY LONYANGAPUO

Department of Literature, Linguistics, Foreign Languages and Film Studies

School of Arts and Social Sciences

Moi University

Sign:_____ Date:_____

DR JAMES OGUTU

Department of Literature, Linguistics, Foreign Languages and Film Studies

School of Arts and Social Sciences

Moi University

DEDICATION

To the soul of my departed Daddy *Levi Nicholas Muvayia Kaikai* for how he influenced my early childhood English language exposure and to my beloved Mom *Hellene Nakhumicha Simiyu Muvayia* who raised me with love for the book and the pen.

Nevertheless of significance professionally is the principal Wajir Girls (2001–2003) (the Research site), Mr. Abdullahi Ibrahim. Moreso for divine moral support, I recognize posthumously Friar Andrew Mwaura Abuga (RIP) of the Franciscan Capuchin Fathers (Nairobi).

ACKNOWLEDGEMENT

My heartfelt gratitude goes to the Almighty God (the creator of the universe) for giving me the grace, the strength and the provision to come this far in my education endeavors. It has not been an easy road.

I wish to thank well-wishers, Friends, spiritual mentors/ Franciscan Capuchin Fathers (Nairobi), educationists and /or teachers; classmates that added value to me in respective institutions I attended - All protocol observed!

My special thanks goes to the principal and staff of Moi Girls High school- Nangili for recommending the study leave and principal (Maryanne Abdi Hassan), staff and the entire community of Wajir Girls' High School for permitting me to conduct research in their school. In particular - The 2014 Form Three class for volunteering data.

I also recognize the academic/professional support of the supervisors Prof. Mary Lonyangapuo and Dr James Ogutu.

Moreover, I acknowledge all my family members whom I love unconditionally.

God bless you abundantly!!!

ABSTRACT

The study investigated the role of out-of-class exposure in second language acquisition as predisposed by socio-cultural, religious and geographical conditions and how it impacts and manifests in L2 performance at High school level. The Northern Kenya high schools' are predominantly Islamic-oriented; prioritize Arabic over English, leading to challenges in English language exposure. However, Kenyan language policy in Education is upheld owing to geographical boundaries resulting in minimal English exposure in various activities. Wajir Girls High school (W.G.H.S) being a tentative sample amidst many other schools- of significance is Umu Salama Girls Garissa with similar conditions. The objectives of the study Were: (i) To establish Objective And Concrete Data On What Determines English language performance in Wajir Girls High school (ii) To establish the role of prior exposure (away from the class setting) to L2, on its performance in academic English examinations at secondary school level. The study was conceived owing to the anomaly at the research site- that despite Language teachers' commitment in classroom L2 teaching and learning, little improvement in performance in academic examinations had been realized by the time of this research. The study adopted a cross-sectional research design which sampled/targeted the form three students of Wajir Girls High school who were 'strategically' categorized by the researcher into three proficiency levels High, Mid and Low then interrogated and evaluated for a period of two weeks (10th Feb to 24 Feb 2014). A variety of tools were employed, namely: observation scripts, audio recorders, interview scripts, questionnaires and reference documents such as registration forms, progress records and reports. The data both primary and secondary was analyzed using Second Language Acquisition data analysis strategies such as contrastive analysis; does L1 influence positively or negatively L2? And Error analysis- sources and types of errors (detailed in the methodology). Stephen Krashen's Acquisition-Learning theory and/or L2 Acquisition conceptual distinctive framework provided the basis for this distinctive study between Out-of-Class Acquisition and class-room instructed Learning. The data collected established that L2 is many a time acquired just like L1 and to a very little extend learnt. Prior exposure outside the classroom is therefore a prerequisite for L2 acquisition which provides linguistic raw materials for classroom instructed learning. However, this is not always the case as observed in Wajir G.H.S .The study revealed that out-of-class exposure significantly impacts high school learners' performance, highlighting the idiosyncratic nature of language acquisition and the need for caution in embracing English as a dynamic language. The study suggests that language training institutes should diversify training approaches to prepare teachers for diverse teaching duties, introduce learners to OCLL activities, and educate stakeholders on language performance to prevent blaming examination councils and teachers on baseless, subjective, biased, prejudiced, stereotypical and unfounded grounds.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF FIGURE.....	xi
DEFINITION OF TERMS	xii
ABBREVIATION.....	xiii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY.....	1
1.1 Introduction to the Chapter	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	7
1.4 Aim of the Study	8
1.5 Objectives of the study.....	8
1.6 Research Questions	9
1.7 Rationale for the Study	9
1.8 Scope.....	10
1.9 Assumptions.....	10
1.10 Limitations	11
1.11 Ethical Considerations	12
CHAPTER TWO	13
LITERATURE REVIEW AND THEORETICAL FRAMEWORK	13
2.1 Introduction.....	13
2.2 Past Studies on Language Exposure	13
2.2.1 Exposure and First Language Acquisition	13
2.2.2 Exposure and Second Language Learning	14
2.2.3 Language Environment	15
2.2.4 Practice	16
2.2.5 Language Contacts	16
2.3 L2 Acquisition Theoretical and/or Conceptual Framework.	18

2.4 Theoretical Review of SLA Conceptual Frameworks and Models.	20
2.4.1 Communicative Language Approach.....	21
2.4.2 Universal Grammar (UG).....	24
2.4.2.1 Pedagogical Implications.....	24
2.4.3 The Cognitive Approach & (Brain and Language).....	25
2.4.3.1 Learning as cognitive skill.....	29
2.4.4 Out-of-class language learning activities and/or strategies (OCLL).....	39
2.4.5 Out-of-class Language learning activities and/or strategies as determinants of language proficiency	42
2.4.6 Authentic Language Input through Audiovisual Technology and Second Language Acquisition.....	49
2.4.6.1 Television and Internet	51
2.4.6.2 Internet Second Language Vocabulary Exposure.	52
2.3.7.3 Music	55
2.5 Systematicity in Developmental Route in L2 Acquisition	56
2.5.1 Variability in L2 Acquisition	59
2.5.2 Variability in Rate of L2 Acquisition.....	59
2.5.3 Variability in Rate and Outcome in L2 Acquisition	60
CHAPTER THREE	63
RESEARCH DESIGN AND METHODOLOGY	63
3.1 Introduction.....	63
3.2 Research Design.....	63
3.3 Area of Study	64
3.4 Target Population.....	64
3.5 Sample Size.....	64
3.6 Sampling Procedure	65
3.7 Techniques of Data Collection.....	66
3.8 Quality control	68
3.9 Data Analysis	69
3.9.1 Contrastive Analysis	69
3.9.2 Error analysis.....	70
3.9.3 Performance analysis.....	71
3.9.4 Discourse analysis	72
CHAPTER FOUR.....	74

DATA ANALYSIS AND INTERPRETATION.....	74
4.1 Introduction.....	74
4.2 Cause of Discrepancy in L2 (English) Performance.....	74
4.2.1 Tense errors	78
4.2.2 Subject-verb agreement errors	79
4.2.3 Spelling errors	79
4.2.4 Vocabulary errors	79
4.2.5 Punctuation Errors.....	80
4.2.6 Word order errors	81
4.3 The Role of out-of-class Exposure to L2 Performance	81
CHAPTER FIVE	87
DISCUSSIONS, FINDINGS, CONCLUSION AND RECOMMENDATIONS...87	
5.1 Introduction.....	87
5.2 Discussion of Results	87
5.2.1 English examination performance in Northern Kenya.....	88
5.2.2 Role of L2 prior exposure (away from the class setting) on examination performance.....	88
5.2.3 Establish firm basis/data of L2 Acquisition, models, approaches, materials, equipment, learning activities and/or strategies etc. appropriate/ tailored for the Northern Kenya schools.	89
5.3 Findings.....	90
5.4 Conclusion	91
5.5 Recommendations.....	91
REFERENCES	95
APPENDICES	98
Appendix A: Instruments	98
Appendix A1: Professional Interview Script.....	98
Appendix A2: English Language Teachers' Questionnaire	102
Appendix A3: Form three students' Questionnaire.....	105
Appendix A4: Reading Activities.....	107
Appendix A5: Listening Activities.....	109
Appendix A6: Audio-Visual Activities	110
Appendix A7: Research Questionnaire - Any interested person (s).....	111
Appendix B: Work Plan	113

Appendix C: Budget.....	114
Appendix D: Research Authorisation Letters	115
Appendix E: Data Samples	117
Appendix E1: High proficiency level.....	117
Appendix E2: Mid proficiency level	122
Appendix E3: Low proficiency level.....	126
Appendix F: Limit - Attitude	129
Appendix G: Wajir Girls Secondary School KCSE Result Analysis for the years 2013 - 2019.....	132
Appendix H: Plagiarism Awareness Certificate.....	139

LIST OF TABLES

Table 2.1: Table of Distinction/ Conceptual Framework	19
Table 4.1: Out- Of- Class Reading Activities	82
Table 4.2: Out- Of -Class Listening Activities	84
Table 4.3: Audio-Visual Activities	85

LIST OF FIGURE

Figure 2.1: Theoretical and/or Conceptual Model of OCLL Strategies	46
--	----

DEFINITION OF TERMS

- Acquisition:** Natural assimilation of languages by means of intuition and subconscious learning.
- Exposure:** Encounter with language in actual use/real life situation outside the formal class setting.
- Fossilization:** is said to occur when L2 errors cannot be undone/corrected as seen in pronunciation errors in tendency/ conformity to L1.
- Fundamental difference hypothesis:** States that Second language acquisition is different from first language acquisition.
- Inter-language grammars:** the kind of grammars that L2 Learners create on their way to the target language.
- Learning:** The analysis and study of language as a system primarily in its written form.

ABBREVIATION

Byki:	Internet/mobile phone vocabulary exposure App
CAH:	Contrastive analysis hypothesis
CALL:	Computer assisted language learning
CAVOCA:	Computer Assisted Vocabulary Acquisition
CBC:	Competence Based Curriculum
CC:	Communicative Competence
ESL:	English as a second language
ESLAT:	English as a second language achievement test
FLA:	First language acquisition
L1:	First language
L2:	Second language
LAD:	Language acquisition device
LOR:	Length of residence
MALL:	Mobile-assisted language learning
OCLL:	Out-of-class language learning strategies/ activities/opportunities
SLA:	Second language acquisition
TL:	Target language
TOEFL:	Test of English as a foreign Language
UG:	Universal Grammar

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction to the Chapter

This chapter begins with a discussion of the relationship between out of class exposure and second language acquisition (SLA) highlighting the gap to be filled by this research., then the place of SLA in the world today, in the light of other researchers' theories, findings, accounts and observations in the field of second language acquisition. Thereafter, the statement of the problem, the aim, objectives, research questions, rationale for the study, scope, assumptions and limitations as well as ethical considerations.

1.2 Background to the Study

Out of class exposure supplies the necessary linguistic input needed for L2 acquisition. Just like in L1 acquisition, the linguistic environment plays a very key role in facilitating learning of natural languages. The formal classroom environment is not sufficient in providing all the needed language stimuli such as vocabularies and avenues for real life communication using the language in question.

The most apparent point of reference to help explain what a second language (L2) is, is that of the first language (L1). A first language is normally regarded as a synonym of what we call "native language" or "mother tongue", and is generally defined as the language that is "acquired during early childhood" (Saville-Troike 2006:4). In the case of bilingual children, two or several languages will classify as first languages. A second language is a language learned after the first language(s). As with L1, the term L2 may include just one, or indeed several languages, "even though it may actually be the third, fourth or tenth to be acquired" (Saville-Troike 2006:2). Rod (1920) underlines an important difference between the acquisition of a first language and a

second language by stating that “L2 learners bring an enormous amount of knowledge to the task of learning an L2” (2002:5). Conversely to L1 acquirers, they have already learned (at least) one language. The already existing linguistic knowledge in the mind of the native speakers will affect their understanding of linguistic concepts of the L2, which results in a learning process that is necessarily different from that of a first language. In addition, being older than children learning their native language, L2 learners “possess general knowledge about the world which they can draw on to help them understand L2 input” (Ellis 2002:5).

Research on L1 linguistic input preceded L2 in that as researchers discovered the role of exposure and/or environment to L1 acquisition, they hence analogized with L2 and asked the question: - How much environmental assistance was being provided to L2 learners? This becomes apparently important when L2 learners are adults, who have passed the critical stage of language acquisition, hence the need for deliberate stimulation to enable language learning. Although of more recent lineage than the first language work, research on linguistic input to L2 learners has a somewhat broader focus.

First, like its child language counterpart, it seeks to determine how speech addressed to non-native speakers (NNSs), whether children or adults, differ from language used in adult native speaker (NS) conversation, and whether the differences aid comprehension and/or acquisition? The role that modified input plays in this regard is of even greater potential importance in SLA given that many learners are teenagers or adults, since there is evidence that the innate capacity for language learning declines with age.

Second, some of the work is motivated by broad sociolinguistic interest in describing what Ferguson (1971) has called one of the ‘conventionalized varieties of simplified speech available to a speech community’.

Third, still the other interest has arisen from the search for features common to ‘simple codes’ of various kinds, including foreigner talk, child language, pidgins, early second language, telegraphs and lecture notes and for common processes in their creation (Corder 1975; Meisel 1977; Schumann 1978a; Andersen 1979; Bickerton, 2005).

Of relevance to this research is the out of class learning activities and/or strategies (OCLL) Which many a time is considered peripheral by researchers in the field of SLA (Carroll (1967); Chihara & Oller (1978); Krashen, Jones, Zelinski & Usprich (1978) who focus on classroom instruction oriented research such as: speeding up the rate of acquisition and effect of instruction on the level of ultimate L2 attainment. Yet OCLL are a major component of learners ‘environmental linguistic input at virtually all levels of education and most especially at the secondary level. More time is spent by learners outside the language class/lesson than inside. For instance in the High school K.C.S.E timetable only a maximum of 80 minutes is allocated in a weekday for English language classroom instruction. Second language acquisition is a hotly contested subject and several theories and hypotheses have already been developed as an attempt to describe this phenomenon. This can be basically classified into three, namely:

A category of theories that purport to explain acquisition by positing an innate biological endowment that makes learning possible (Chomsky 1965; Bickerton 2001, 2004a, b; Pinker 2004; Wode 2004, Krashen 2005). Presumably, all languages share

some universal elements that enable SLA, as in syntactic and phonological components.

Every human child is supposedly born with a language acquisition device (LAD) in the brain that enables him/her to acquire language regardless of the surrounding situations (whether conducive or not). This has been used to explain why language acquisition is universal and why damage to some part of the brain (Broca's area) leads to inability to speak. This also led to the theory of, universal language grammar, which presupposes that all natural languages have a common underlying grammar which explains why a toddler can learn the language of its caretakers and not necessarily the language of its parent language. This leads to the question: - How do learners acquire vocabulary? Experience is of more importance to development than its nature, or innate predispositions. They purport that nature only provides the internal structure which environmental forces can precede to shape. The best examples are behaviorist and neo-behaviorist stimulus-response learning theories by Skinner (1957). The bone of contention here is that the exterior part of the organism is of more significance than the interior. The stimulus in the outside world is what provokes learning other than the innate structures in the brain. They invoke both innate and environmental factors to explain language learning. They are therefore high powered, a feature that is negative in research application since more factors, variables, causes and processes are needed by the researcher to handle data of interest. However, SLA is equally complex and diverse to be handled by less powerful theories. On the contrary, in order to obtain manageable data, no research has been able to capture all the tenets of SLA: each of it focuses on one aspect at the expense of another.

However, there is consensus on a number of distinctive issues in the field of SLA in relation to first language acquisition (FLA) as highlighted below:

- (i) Unlike L1 acquisition, L2 acquisition is not naturalistic and hence calls for conscious and deliberate efforts to influence it (Fromkin, Rodman & Hyams 2007). Conversely, the influence of L1 to L2 has been a subject of concern to various researchers in the light of similarities and differences between the two.
- (ii) In modern societies L2 is acquired simultaneously with L1; where children are exposed to foreign languages such as English and French early in life. Such have an advantage over those who grow in rural areas where L2 is less spoken. SLA, however, remains relevant to our current world for regardless of one's background, identity or status, some skills of language cannot be learnt at home especially the skills of reading and writing.
- (iii) Virtually, most nations in the world recommend at least one foreign language in their educational curricula: English, German, French, Italian and Spanish being the most recommended languages. In Kenya's 8.4.4 education system that is being gradually phased off by Competence based curriculum (CBC); English is not only a compulsory subject but also a language of instruction. This works in to the advantage of some students and for the worst of others.

In Kenya, for instance, majority of the students emanate from rural areas, where L2 is less spoken. Moreover, those who come from urban areas speak Sheng and use Argots in line with their socio-economic background. This works against their respective acquisition of the standard L2 _British English or American English which have been permitted in some educational institutions.

A number of factors have been cited by applied linguists as determinants of differential success in L2 acquisition, namely: a) Learner age, aptitude, social-psychological factors (motivation, attitude), personality, cognitive style, hemisphere specialization, learning strategies; others include: interest, memory, language disability, sex, birth order, prior experience etc. The state of mind of the learner as the raw material in formal class as manifested in the above factors, in line with independent variables of age and even sometimes gender will determine whether a learner will decode the comprehensible in-put or not. For instance, when learners are positively reinforced, interested and committed to acquiring a L2 they are proven to acquire an L2 at a faster rate than the less motivated ones. In terms of age, learners at the critical stage of language acquisition, of between two years to puberty are known to acquire faster L2 than adults. Girls are also known to have less difficulties in speaking skills than boys especially during puberty when the boys' voices are breaking. b) Teacher competence; a teacher with a native like speaker competence is considered the best for enabling the learning process. However, competence may not always be expressed in performance. Nevertheless, linguistic skill transmission is not automatic- it calls for sacrifices on both the side of teacher and student.

c) Institutional context and facilities- some schools are located in strategic places where the standard L2 is spoken, for instance, in cities Central Business District (CBD's). Moreover, they could be well equipped with language facilities such as well stocked libraries, computer labs, language labs and audio-visual materials/facilities; these are an added advantage over others. This context provides the necessary out-of-class exposure needed for effective classroom learning. In spite of this ideal context, there are still students who perform poorly in L2.

On the contrary, there are cases where the above factors have been catered for, but still diversity in performance is notable even in identical twins i.e. same genealogy (innate characteristics), same setting (linguistic environment) but different results. Nevertheless, is the fact that most of these studies were conducted abroad hence the need to relate and apply them to the Kenyan context. This study is therefore a leeway to this application endeavor.

1.3 Statement of the Problem

The arbitrary and complex nature of language has posed challenges to both teachers and learners of second languages. Despite the attempt by linguists to establish grammatical rules and regularity in languages, there have always been exceptions to the norm. Moreover languages are always in constant and random evolution (Krashen, 2002).

The issue is, learners go through the same education system yet perform variedly with no clear-cut reasons. Parents, administrators, teachers and even students trade blames many a time without *establishing the root cause of the failure in language and even other subjects in especially national examinations*. Since English is not only a compulsory academic subject and but also a language of instruction for virtually all subjects, albeit Swahili. Nevertheless, real life experience in English instruction as a second language (L2), reveal a discrepancy in how students perform in English. Some students are hardworking and committed in class but they perform poorly, whereas others effortlessly perform well in language.

Moreover, the major tool used to measure competence in language i.e. performance in examination is not sufficient; examinations are *a native speaker like competence in the spoken language can fail a written oral/pronunciation examination if he/she is not*

competent in writing/phonetic transcriptions. Consequently examination failure need not be a death sentence.

Conversely, the four skills of language co-relate namely: listening and speaking & Reading and writing i.e. listening is an input strategy which prompts speaking- an output strategy and reading is also an input skill that prompts writing- an output skill. Consequently, there is need to establish the role of prior exposure to L2 (English) outside the class setting, since all these students go through the same 8.4.4 system. Extensive out of class exposure through listening and reading supplies the necessary raw material and/or complementary information needed by learners for efficient and effective classroom instruction.

1.4 Aim of the Study

To establish the role of out of class exposure/ sociolinguistic environment to L2 performance at secondary/ High school level.

1.5 Objectives of the study

1. To establish unbiased, unprejudiced, objective and firm data of English examination performance in Northern Kenya.
2. To establish the role of prior exposure (away from the class setting) to L2, on its performance in examinations in W.G.H.S at secondary school level.
3. Attempt to discover the best L2 Acquisition and learning strategies that can accelerate English language examination performance in Northern Kenya – Wajir G.H.S being the representative site.

1.6 Research Questions

- 1) What is the role of sociolinguistic environment to L2/English performance in Wajir Girls High school?
- 2) Do academic examinations at school or national level reflect the linguistic competence of English L2 learners/candidates in Wajir G.H.S?
- 3) Do learners acquire L2 just L1 OR learn it as an academic subject or both?

1.7 Rationale for the Study

Second language acquisition is indispensable in modern society. This is because communication in a world of diversity calls for a common language in education, science & technology (ICT), trade, governance, religion and socio-cultural interactions (overall socialization). Hence any factor determining SLA and learning is important and attracts an in depth study.

A research on the role of out of class exposure in L2 acquisition is one such endeavor, which will provide learners, teachers, parents and other education stakeholders such as CBC (competence based curriculum) developers, reviewers and implementers a diversified background upon which to interpret language performance outcomes and improve on the same. Parents will be advised to expose their children accordingly at home to L2 materials and activities that entail use of language in practical situations; teachers will avoid over indulgence in classroom instruction at the expense of natural approaches in L2 pedagogy/ teaching. Whereas administrators will budget language materials and equipment in the light of research findings. This will be in tandem with the newly adopted CBC that is still in its teething stage.

1.8 Scope

Exposure can take place through various avenues: family unit, entertainment joints, internet and religious functions, play grounds, business centers, legal proceedings/functions, political arenas/campaigns and even in the formal setting of school.

In this research, the researcher explored all possible avenues of exposure that could be decoded /notable within the school setting especially as it relates to family and socio-cultural background of students. Of significance is the Islamic religious and arid geographical setting of the research site- Wajir Girls High school and how the same is manifested in the boarding section in school.

Nevertheless, how the same determine comprehensible in-put during classroom instruction of English as a subject and even on how it impacts understanding of other subjects such as sciences. Of significance to this research -being how they determine the individual student choice of OCLL activities / strategies in the school environment. A cross-sectional approach which is both majorly qualitative and partially quantitative was adopted in the study of a sample of 90 form three students of 2014 - Wajir Girls High School. This was majorly for manageability of data, cost and time other than for absolute/ perfect research.

1.9 Assumptions

As noted in the site, abstract and the field of second language Acquisition there are so many competing extraneous variables that attract attention and hence research. Which are not even within my scope of study; For example geographical, religious anthropological factors and even ethnic- racial identities of the Somali community in

question. Consequently, the researcher treated them as uniform/common in the respondents hence of no significance to outcome of the research.

The out of class activities (OCLL) forms a major and key part of the linguistic environment of learners in school. However, it's one thing to engage in them, it is another to use them strategically, efficiently and effectively as an aid for L2 Acquisition.

1.10 Limitations

Majority of the students in Wajir Girls School are Muslims and their attitude (Appendix F) towards English, putting all other factors constant, is fairly low as compared to Arabic their language of worship. Moreover, the Islamic dressing code has an impact on how learners view the western dressing culture and hence English as a component of it. To tackle this challenge, the researcher dressed in respect to Somali-Islamic culture.

The geographically harsh environment also affect SLA just as it does to other disciplines; lessons in the mornings are better understood than in the afternoons when temperatures are extremely high range (40- 45 degrees centigrade) to eliminate this effect I conducted the research either very early in the morning or late in the evening.

Cushitic languages especially Somali and Borana are the major first languages and they influence both positively and negatively L2 acquisitions just like other natural languages and most especially in speech (pronunciation).

Total elimination of the effects of these extraneous variables was however untenable owing to the limited time the researcher was at the site. Consequently, they were built

up as independent variables in the research instruments and treated as peripheral or insignificant variables.

1.11 Ethical Considerations

Owing to socio-cultural differences and geographical harsh conditions, the research was conducted purely at the informed consent, convenience, privacy and confidentiality of the respondents. Nevertheless, the researcher had to withhold sensitive findings (in tradition and religion) that hinder L2 learning that are basically anthropological in order to focus on the research topic in line with the linguistic confines and for confidentiality whose violation could probably threaten peace and security in the nation.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter consists of literature review and theoretical framework as diversely conceptualized by Stephen Krashen's (2002) and what other L2 scholars and/or researchers have done in the field of second language acquisition (SLA) and in particular in the field of Out-of-Class Exposure as manifested in language learning activities and/or strategies (OCLL).

2.2 Past Studies on Language Exposure

2.2.1 Exposure and First Language Acquisition

There is no doubt that, apart from biological factors, exposure is of crucial importance in enhancing first language (L1) acquisition. According to Kennedy (1973), a child who begins to acquire his L1 is normally exposed to a rich linguistic environment, consisting of a range of simplified adult grammatical and lexical items, many of which are incomprehensible to the child. He says: "No two children are exposed to the same primary linguistic data, or the same amount of such data, and yet despite such different experience and wide differences in intelligence, almost all children are able to crack the code of the linguistic system of their culture and learn to understand and produce sentences (Ibid: 68-69).

The acquisition of the L1 takes place within the context of a long period of physical and cognitive development, and of socialization. The language is acquired in the context of a community of speakers.

In emphasizing the importance of exposure in L1 acquisition, Steinberg (2002) says:

"The nature of the speech and environment input which children receive is especially contrived to assist language learning hence

‘unfortunate children’ who have been exposed to language mainly through television or by overhearing adults’ conversation do not acquire significant language knowledge”. *OCLL is therefore a naturalistic approach to L2 learning and acquisition that is similar to the exposure that children acquiring L1 need to acquire it fully and well. Hence the significance in this study.*

2.2.2 Exposure and Second Language Learning

Exposure as one of the conditions for L1 acquisition holds equally true for second language (L2) learning. If children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved. This is because in the ‘natural’ L2 learning situation, the pressure to acquire the IL in order to control the environment is indeed tremendous (Wilkins 1972). Unfortunately, according to Ravem (1974), the learner is very often not ‘...exposed to "primary linguistic data" in the sense that an L1 learner is, but rather to carefully graded language items presented in small doses for a few hours a week’.

Similarly, in Kennedy's opinion (Kennedy 1973), the amount of exposure to the IL that an L2 learner receives in class is certainly generally much less than the amount he receives in acquiring the L1. The L2 learner is typically a part-time learner. Apart from the limited amount of time he is exposed to the L2, how the time is spent is also critical. Instead of having a rich linguistic environment, the L2 learner is usually exposed to selected phonological, syntactical, lexical, and thematic items. It is the teacher who decides and arranges the sequence of the presentation of these items to the learner.

Clearly, even though there is a similar condition between L1 acquisition and L2 learning, i.e. exposure, the amount of exposure itself is, indeed, different. The amount received by those learning the L2 is far more limited than that received by children

acquiring the L1. Secondly, in L2 learning the learner has the choice of whether or not, and to what extent, to expose himself to the TL, while in L1 acquisition exposure is automatic and one can hardly imagine a normal child retreating from language interaction. This state of affairs of the difference in exposure of linguistic data in L2 as opposed to L1 provides the gap and/ or deficit of exposure to be filled by the OCLL activities since the formal class instructed L2 exposure is many a times not sufficient/enough for efficient and effective L2 Acquisition.

2.2.3 Language Environment

According to Dulay et al. (2002), language environment encompasses everything the language learner hears and sees in the new language setting/context. It may include a wide variety of situations - exchanges in restaurants and stores, conversations with friends, watching television, reading street signs and newspapers, as well as classroom activities - or it may be very sparse, including only language classroom activities and a few books and records.

And, in stressing the importance of language environment “The quality of the language environment is of paramount importance to success in learning a new language. If students are exposed to a list of words and their translations, together with a few simple readings in the new language, they will perhaps be able to attain some degree of reading skill in language, but listening and speaking skills will remain fallow... If one is exposed only to classroom drills and dialogues, one may acquire substantial mastery of classroom communication skills but still remain at a loss in other areas of social discourse. And of course, with no exposure at all, no learning can take place”

The above quotation indicates the importance of exposure and at the same time it implies the importance of practice in L2 learning. OCLL activities are very instrumental in this endeavor.

2.2.4 Practice

Practice is defined by Seliger as '...any verbal interaction between the learner and others in his environment. Usually, such interaction consists of an output speech act by the learner and an input speech act from some other speaker... Practice also consists of covert activity such as listening to the radio, watching television and reading' (Seliger 1977: 265).

There is a consensus of opinion among language learning theorists and practicing language teachers that, in L2 learning, the amount of practice that a learner is willing to put in is crucial in determining success. Language is learned through use in that the learner must be actively involved in trying to communicate in real situations; rich experience of the language is essential (Ingram 1978). 'Irrespective of the teaching methods used, language learning needs a tremendous amount of practice and perseverance. It is impossible for one to understand a language without listening to it a great deal and impossible for one to learn to speak a language without speaking it.' Politzer (1965) whatever the disadvantage of lower language aptitude may be, it can be overcome by sufficient practice and exposure.

2.2.5 Language Contacts

The degree of exposure to the TL (Target language) could be determined by the nature of contact that takes place between two social groups, referred to by Schumann (1978) as the L2 learning group and the TL group, who are in a contact situation, but who speak different languages. Certain social factors can either promote or inhibit

contact between the two groups and thus affect the degree to which the L2 group learns the TL. Among the factors proposed by Schumann are:

- i. **Social dominance patterns:** If the L2 learning group is politically, culturally, technically, or economically superior (dominant) to the TL group, it will tend not to learn the IL (Intended language). If the L2 learning group is inferior (subordinate) to the TL group, there will also be social distance between the two groups, and the L2 group will tend to resist learning the TL. If the L2 learning group and the TL group are roughly equal politically, culturally, technically, and economically, then there is the likelihood of a more extensive contact between the two groups, and the acquisition of TL by the L2 learning group will be enhanced.
- ii. **Three integration strategies - assimilation, preservation and acculturation:** If the L2 learning group assimilates, i.e. gives up its own life style and values and adopts those of the TL group, contact between the two groups is maximized, thus enhancing acquisition of the TL. If the L2 learning group chooses preservation as its integration strategy, i.e. maintains its own life style and values and rejects those of the TL group, social distance between the two groups is created, making it unlikely that the L2 learning group will acquire the TL. If the L2 learning group acculturates, i.e. adapts to the life style of the TL group but maintains its own life style and values for intra-group use, acquisition of the TL will take place at varying degrees.
- iii. **Enclosure:** If the two groups share the same churches, schools, clubs, recreational facilities, crafts, professions, and trades, enclosure will be low, contact between the two groups is enhanced, and thus acquisition of the TL by the L2 learning group is facilitated. If it is the contrary, enclosure will be high,

contact between, the groups are limited, and thereby opportunities to acquire the TL are reduced.

- iv. **Cohesiveness and size:** If the L2 learning group is cohesive, its members will tend to remain separate from the TL group, and if the L2 learning group is large, intra-group contact will be more frequent than intergroup contact. Such situations will reduce the opportunities for acquisition of the TL.
- v. **Congruence or similarity:** If the cultures of the L2 learning group and the TL group are similar, social contact is more likely and second language learning will be facilitated.
- vi. **Intended length of residence:** If the L2 learning group intends to remain for a long time in the TL area, contacts between the two groups are likely to develop extensively, thus promoting the L2 learning.

OCLL activities are therefore an institutionalized attempt to engage learners in naturalistic language immersion social contacts and interactions that are a prerequisite to acquisition unlike the classroom instructed L2 learning that tends to focus on acquisition of examination skills and strategies for certification. Language use in real life natural situations is in this later case compromised.

2.3 L2 Acquisition Theoretical and/or Conceptual Framework.

For the purpose of this research, the researcher adopted *Stephen Krashen's (2002) Acquisition –Learning hypothesis*. Which are a tabular conceptual framework/ model that operationalize on the assumption that acquisition is an *independent variable (IV)* similar to *L1 Acquisition* whereas learning is *dependent variable (DV)* employed in *majorly L2 Acquisition*. Krashen distinction between acquisition and learning provides a broader avenue through which one discovers what goes into language proficiency and for that matter, the role of out- of- class exposure. Acquisition is

natural and many a time occurs outside the class, whereas learning is technical and many a time occur inside the classroom. Consequently, the researcher analogized the two accordingly in line with the research topic respectively i.e. *Acquisition corresponds with Out- of -Class Language activities (OCLL) and learning with classroom instructed learning*. Krashen (2002) came up with a tentative distinction between the two (acquisition and learning) which diversified the view of what goes into the complex and diverse process of L2 acquisition.

Acquisition is natural and many a time occurs outside the class or even school/ institutional environs, whereas learning is artificial deliberate attempt to make one acquire an L2. In tandem with the given conceptual framework below, though rather delicately; Learning vs. Acquisition can be tallied with the research topic i.e. Learning -with classroom-instructed language activities and acquisition corresponds with Out- of -Class Language Learning activities and /or strategies (OCLL) /exposure.

Table 2.1: Table of Distinction/ Conceptual Framework

<i>LEARNING</i>		<i>ACQUISITION</i>
Artificial		Natural
Technical		Personal
Priority on the written language		Priority on the spoken language
Theory (language analysis)		Practice (language in use)
Deductive teaching (rule-driven; top-down)		Inductive coaching (rule-discovery; bottom-up)
Preset syllabus		Improvised activities
Activities ABOUT the language		Activities IN the language
Focus on form		Focus on communication
Produces knowledge		Produces an ability

(Source; Krashen's, 2002)

A teacher who sets out to teach with this distinction in mind will definitely use his or her discretion constructively to ensure maximum input and output in class sessions with learners. Moreover, instead of following the syllabus blindly he/she will organize outdoor activities that enhance SLA. Presumably language acquisition is best done at ease than with deliberate effort e.g. in sports /games, debates, dialogues with (native) speakers of TL.

Learners would also be sensitized on what they should do on their own in order to excel in language performance, lest they may expect to be spoon fed. Deliberate initiation into OCLL activities and formulation of a timetable that is accommodative of the diverse nature of language acquisition process will also be of added advantage.

2.4 Theoretical Review of SLA Conceptual Frameworks and Models.

Of significance to this particular research is -*A Review of literature on Out-of-Class Language Learning activities and/or strategies (OCLL)*. In order to obtain a firm basis of research ; SLA fundamental theories are then highlighted to demonstrate the diversity and complexity of the field of SLA and explore what other scholars have done to unravel the crux behind L2 acquisition- hence the most appropriate, efficient and effective approaches and strategies of acquiring an L2 as follows: Communicative language approach, Universal Grammar and the respective -The Cognitive Approach (Brain and language) and the models after it McLaughlin's Attention-Processing Model and Implicit and Explicit Models of L2 instruction; Interactionist/socio-cultural model. Moreover, in a digital world, is the internet technology and what it offers in our day today life; namely; Television, DVDS (Videos), Music and the vocabulary acquisition internet programmes used in L2 instruction that impact and form part of the respondents Out of Class exposure.

2.4.1 Communicative Language Approach

The communicative approach has its origins in the changes in the British language teaching tradition dating from the late 1960s and more generally in the developments of both Europe and North America. This approach varies from traditional approaches because it is learner-centered. There is a need to focus on communicative proficiency in language teaching and that Communicative Language Teaching can fulfill this need. There are numerous reasons for the rapid expansion of Communicative Language Teaching: the work of the Council of Europe in the field of communicative syllabus design; the theoretical ideas of the communicative approach found rapid application by textbook writers; and there was an overwhelming acceptance of these new ideas by British language teaching specialists and curriculum development centers.

This approach states that the goal of language teaching is communicative competence. Another aim is the development of procedures for the teaching of the four language skills (**listening, speaking, reading and writing**). Moreover, the four skills build the basis of the interdependence of language and communication (Richards and Rodgers, 2006)

According to Littlewood (2001:1) one of the most important aspects of ‘communicative language teaching is that it pays systematic attention to *functional* as well as *structural* aspects of language’. One of the most important aspects is pair and group work. Learners should work in pairs or groups and try to solve problematic tasks with their available language knowledge. Howatt (2004) also distinguishes between a weak and a strong version of Communicative Language Teaching. The **weak version**, (*to which this research subscribes to*) and is *preferred by many language scholars*,

stresses the importance of providing learners with opportunities to use their L2 for communicative purposes in this case the OCLL. The **strong version** claims that language is acquired through communication (Howatt, 2004).

A central aspect in Communicative Language Teaching is *communicative competence*. Hymes (1992) defines competence as what a speaker needs to know in order to be communicatively competent in a speech community. This includes both knowledge and ability for language use. In the book- *Teaching Language as Communication* (1978) Richards and Rodgers; Widdowson (2002) presented a view of the relationship between linguistic systems and their communicative values in text and discourse. Moreover, Canale and Swain (2000) & Richards and Rodgers (2006) highlighted four dimensions of communicative competence as follows:

- i. **Grammatical competence**- the mastery of linguistic code- the ability to recognize lexical, morphological, syntactical, and phonological features effectively to interpret, encode and decode words and sentences.
- ii. **Sociolinguistic competence** refers to mastery of the cultural rules of use and rules of discourse that are at play in different languages. With respect to cultural rules of use, the emphasis is on appropriateness of communicative acts and the naturalness of speech within given socio-cultural contexts.
- iii. **Discourse competence** is a plurilingual ability that implies being able to handle socio-cultural, pragmatic, and textual pieces of knowledge (concepts and skills) effectively, appropriately and with critical attitude when producing and interpreting every particular discourse genre, in relation to genre colony/scope.

- iv. **Strategic competence:** is the knowledge of how to use one's language to communicate intended meaning as seen in the ability to repair communication breakdowns before, during or after they occur for instance paraphrasing new words in a foreign talk. It being that linguistic competence is both complex and diverse – this research attempts to explore the out- of- class language exposure activities and strategies that supply the SLA environment that address all the four dimensions/ perspectives of communicative competence in order to avoid half-baked graduates of linguistics owing to class instructed oriented examinations.

As mentioned above, there was and still is a wide acceptance of the communicative approach. This approach is similar to the more general learning perspective usually referred to as '*Learning by doing*' or '*the experience approach*' (Richards and Rodgers 2006: 68). Generally, Communicative Language Teaching focuses on communicative and contextual factors in language use and it is learner-centered and experience-based. There are many supporters but also numerous opponents, who are skeptical of this approach and the relatively varied ways in which it is interpreted and applied. Nevertheless, it is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques (Richards and Rodgers 2006)

The communicative language theory, therefore, intensifies the significance/importance of out-of-class exposure in actual real life communication/language use. The role of the instructor in L2 is therefore considered

passive and learners OCLL strategies/activities are foregrounded, since the OCLL provide learner –centered communicative opportunities in L2 acquisition.

2.4.2 Universal Grammar (UG)

The UG approach, following in the footsteps of L1 acquisition research, applies the Chomskyan paradigm (Cook & Newson 1996; White 2009; 1996; 2000) to the study of L2 development. In a nutshell this linguistic theory claims that humans inherit a mental language faculty which highly constrains the shape that human languages can take and therefore severely limits the kind of hypotheses that children can entertain regarding the structure of the language they are exposed to. This is why children acquire their first language easily and speedily, in spite of its complexity and abstractness, at an age when they are not cognitively equipped to deal with abstract concepts generally. In this view, the core of language is separate from other aspects of cognition, although it operates in close interaction with them of course. If the L2 developmental route is similar in many respects to the L1 route, then it must also be because the innate *UG constrains L2 development*. This approach has given rise to a wealth of studies (see for example White 2009, 1996, 2000; Flynn, Martohardjono & O'Neil 1998; Schwartz 1998; Archibald 2000; Herschensohn 2000; Balcom 2001 and Hawkins 2001a).

2.4.2.1 Pedagogical Implications

UG: If the development of the L2 linguistic system is primarily driven by learner-internal mechanisms, requiring the learner to map the L2 input onto an innate highly constrained linguistic blueprint, then all the classroom needs is to provide linguistic input, and learning will take care of itself. In this view, the L2 acquisition process is seen as very similar to L1 acquisition, and children do not need to be taught grammar in order to become fluent native speakers. The UG view of language learning is

consistent with the communicative language teaching approach, in the sense that both believe that learning will take place if rich natural input is present. It is important to stress though, that the two approaches developed independently of one another, with UG evolving out of the need to understand how children acquire their mother tongue, and then being applied to L2 acquisition, and communicative language teaching being the result of the perceived failure of grammar-translation or audio-lingual methodologies by teachers, who felt that they did not prepare learners for real life communication needs. Krashen (2002, 2005) was influential in articulating the first model, putting together these views of learning and teaching, and the subsequent work on the role of input and interaction helped us better to understand how different kinds of interactions may contribute to providing usable input for the learner (Gass 1997; Pica 1994; Long 1996; Swain 1995).

2.4.3 The Cognitive Approach & (Brain and Language)

The main feature of second language acquisition is the building up of a cognitive/mental knowledge system in the brain that can eventually be called on automatically for speaking and understanding. At first, learners have to build up a general knowledge of the language they want to understand and produce. After sufficient practice and experience, they will be able to use certain parts of their knowledge very quickly and without realizing that they did so. Gradually, this use becomes automatic and the learners may focus on other parts of the language. *The cognitive theory is a relatively modern/complex theory of second language acquisition* and there have been only a few empirical studies about this approach so far. Although we know that the processes of mental/brain automatizing and restructuring are central to the approach, it is still not clear what kinds of structures will be automatized through practice and what will be restructured. Also it cannot predict which first

language structures will be transferred and which will not. As far as the phenomenon of '*restructuring*' is concerned, psychologists state that '*things that we know and use automatically may not necessarily be learned through a gradual build-up of automaticity but they may be based on the interaction of knowledge we already have*'. They may also be based on the acquisition of new knowledge which somehow '*fits*' into an existing system and may, in fact, '*restructure*' this system (cf. Lightbown and Spada 1995).

Pathological studies conducted on aphasics through autopsies by French surgeon Paul Broca (1864) on what came to be known as the Broca's area indicate/ reveal that language is localized to the *left hemisphere of the brain*. is autopsies on patients who suffered language deficits after brain injury revealed that damage to the left frontal lobe resulted to aphasia but that on right frontal lobe did not. *Deductively -Language is localized to left hemisphere of the brain.*

Moreover, the German neurologist Carl Wernicke (1874) compounded this finding of aphasia caused by lesions on the more posterior portion of the left hemisphere of the brain on what came to be known as the **Wernicke's area**, providing empirical evidence that is prove *that language is localized in the front lobe of left hemisphere of the human brain.*

Nevertheless, any language acquisition is influenced both by *human brain operations and by the external environment, hence the significance of exposure*. Children isolated from human language are known not speak, not until, they are exposed to it; this finding in FLA can plausibly be analogized to apply to SLA.

Although there is little discussion of Cognitive Language learning theory, in this study, as it applies to OCLL, there are still some elements that, according to Richards

and Rodgers (2006), can be defined as *communication principles, task principles and meaningfulness principles*. The first one includes activities that involve *real communication* which are supposed to promote learning. The second element describes activities in which language is used to carrying out *meaningful tasks* which are also supposed to promote learning. The last one states that *language that is meaningful* to the learner supports the learning process. Of great importance is meaningful and authentic language use (Richards and Rodgers, 2006). This further emphasizes the importance of OCLL strategies which avail authentic and practical opportunities/ avenues for cognitive use of language hence the drive behind L2 acquisition.

For example in debating contexts/competitions and literature symposiums; the determination to win provide the drive/ impulse for the learners to apply their cognition by providing the best reasons /points to propose or oppose a given Motion ; the learners also attempt to emulate the model speakers in -for example in actual parliamentary debates.

Cognitivism: The information processing or connectionist models, on the other hand, which see learning as the strengthening of associations and the automatisisation of routines, lead to much more behaviorist views of learning. Thus, learners are seen as central to the acquisition process, in the sense that they have to practice until patterns are well established, and external variables take on a much greater role. For example, the role of input, interaction and feedback, and how they can speed up development, is seen as much more crucial, as is the role of practice in the development of fluency and control of the L2 system.

These two approaches are not the only ones that have been applied to the study of second language learning and teaching, but they have received most interest and generated most empirical work. These models might appear contradictory at first sight, but in fact they can be reconciled in so far as they are concerned with different aspects of SLA, which is, after all, a highly complex process. Even if one accepts the view that language development is highly constrained, possibly by UG (and, after all, the robust developmental routes that learners follow, as illustrated earlier, seem to be a strong argument in favour of this view), it is not the whole picture. We also need to understand many aspects of the SLA process other than the acquisition of syntax and morphology, such as lexical acquisition or the development of pragmatic and sociolinguistic repertoires. Moreover, if developmental sequences show how learners construct the L2 linguistic system, they do not tell us anything about how learners develop their ability to access in real time the system they have constructed. In other words, if we believe UG constrains the mental grammars constructed by L2 learners, we still need to understand how learners become more fluent.

In order to understand SLA, we need to know not only what the system constructed by learners looks like, but also the procedures which enable efficient use of this system, and how the two interact in real time, as well as develop over time. The fact that these two endeavors are independent is clearly evident when we think of learners who are good system builders, i.e. they are accurate in their productions, but not necessarily good at accessing this system in real time, and i.e. they are very non-fluent. The reverse is also true, with some learners developing high levels of fluency quickly, but remaining very inaccurate in their productions.

Similarly, if we are to find out what can facilitate the learning process, we need to gain a much better understanding of the kinds of interactions and social settings which promote learner development. Gass (1997), for example, argues that task-based methodologies (in which learners have to negotiate with one another in order to perform a meaning-focused activity) force learners to notice 'gaps' in their L2, a prerequisite for filling such gaps. Swain (1995), in her 'pushed output hypothesis', argues that it is when learners' own productions fail to meet their communicative goals that they are forced to revise their linguistic system.

Some recent teaching methodologies have recognized the important role played by the setting of learning, and by the quality of interactions therein. Although not necessarily well-informed either theoretically or empirically, a number of humanistic teaching methodologies such as 'Suggestopedia' (which aims to relax the student through e.g. listening to music), or 'the silent way' (making use of colored rods to express meaning), which believe that L2 learning is facilitated if the learner's inner-self is set free from inhibitions by providing a stress-free learning environment, have been very popular in some parts of the world. OCLL activities and strategies many a time are devoid of any inhibitions and are carried out in relaxed setting allowing naturalistic language acquisition.

2.4.3.1 Learning as cognitive skill

The cognitive and information processing models generally, which originate from psychology (and neurolinguistics), claim, on the other hand, that language learning is no different from other types of learning, and is the result of the human brain building up networks of associations on the basis of input. Information processing models see learning as the shift from controlled processes (*dealt with in the short term or working memory and under intentional control*) to automatised processes stored in the long

term memory (retrieved quickly and effortlessly). Through this process, what starts as declarative knowledge (knowing 'that') becomes procedural knowledge (knowing 'how') which becomes automatic through repeated practice. Recently, connectionist models have further assumed that all learning takes place through the building of patterns which become strengthened through practice. Computer models of such processes have had some success in replicating the L1 and L2 acquisition of some linguistic patterns (e.g. past tense, gender; Sokolik & Smith 1992; Ellis & Schmidt 1997). The view of language encapsulated within connectionism, as this view of cognition is called, is fundamentally different from linguistic models, where language is seen as a system of rules rather than as patterned behavior.

In both the UG and cognitive models, the focus is on explaining learner-internal mechanisms, and how they interact with the input in order to give rise to learning. The emphasis on the role played by the input however, varies, with the UG approach assuming that as long as input is present learning will take place, and the other models placing a larger burden on how the input is decoded by learners, paying particular attention to concepts such as noticing or attention. The following two are examples of cognitive

Models:

a) McLaughlin's Attention-Processing Model

This model connects processing mechanisms with categories of attention to formal properties of language. *Tentatively there are four cells.* The first one refers to '*focal automatic processes*' like the student's performance in a test situation or a violin player performing in a concert. The second one characterizes '*focal controlled processes*' such as the learner's performance based on formal rule learning. The next

cell refers to '*peripheral controlled processes*' such as the phenomenon of learning skills without any instruction. The last cell focuses on '*peripheral automatic processes*' and can be related to a learner's performance in situations of communication. '*Controlled processes are "capacity limited and temporary", and automatic processes are "relatively permanent"*' (McLaughlin et al. 2003: 142 in Brown 2002). Automatic processes mean processing in a more accomplished skill which means that the brain is able to deal with numerous bits of information simultaneously. According to Brown, 'the automatizing of this multiplicity of data is accomplished by a process of restructuring in which the components of a task are coordinated, integrated, or reorganized into new units, thereby allowing the ...old components to be replaced by a more efficient procedure' (McLaughlin 1990b: 188 in Brown 2002).

Relatively, Out- of-class exposure still holds significance of permanence in competence in L2 acquisition, as opposed to '*focal controlled processes*' that are examination oriented and employed mainly in L2 classroom instruction and evaluation.

b) Implicit and Explicit Models

According to Brown and other linguists, there is a distinction between implicit and explicit linguistic knowledge. Explicit knowledge means 'that a person knows about language and the ability to articulate those facts in some way' (Brown 2002: 285). Implicit knowledge is information that is automatically and spontaneously used in language tasks. Implicit processes enable a learner to perform language but not necessarily to cite rules governing the performance (Brown 2002: 285). Instead of implicit and explicit Bialystok uses the terms *unanalyzed* and *analyzed* knowledge.

Unanalyzed knowledge is described as ‘the general form in which we know most things without being aware of the structure of that knowledge; on the other hand, learners are overtly aware of the structure of analyzed knowledge’ (Brown 2002). Furthermore, these models also distinguish between automatic and non-automatic processing which is built on McLaughlin’s conception of automaticity. Brown states that ‘automaticity refers to the learner’s relative access to the knowledge. Knowledge that can be retrieved easily and quickly is automatic. Knowledge that takes time and effort to retrieve is non-automatic’ (Brown 2002: 286). Another significant fact in second language performance is ‘time’. It takes learners a different amount of time until they produce language orally.

Classroom instruction tends to dwell on explicit linguistic knowledge at the expense of implicit, which is best acquired out of class through participation and immersion in day to day activities/ interactions/ communication with either native/ L2 speakers of the target language. Hence, the attempt to fill the gap by this research which dwells so much on what the learner does *outside the class* than on *explicit* classroom instruction knowledge of formal linguistic rules; this is itself a window to *authentic language* use and application of linguistic knowledge in real life situations.

c) Interactionist/socio-cultural models

In contrast to two above models, the Interactionist approach has paid particular attention to the nature of the interactions L2 learners typically engage in. It has focused on investigating, for example, the role of negotiation for meaning in the context of NS-NNS (Native Speaker - Non-Native Speaker) conversations (Gallaway & Richards 1994; Gass 1997; Gass & Varonis 1994; Pica 1994; Oliver 1995; Long 1996), in order to see how interactions are modified by both NSs and NNSs to ensure

that the input the latter receive is comprehensible. The role of feedback given to learners when they make mistakes has also been the object of attention (Aljaafreh and Lantolf 1994; Lyster and Ranta 1997; Long, Inagaki & Ortega 1998). For example, Lyster & Ranta (1997) found that the most common feedback given to learners when they produce incorrect forms are recasts, i.e. a repetition of the learner's utterance minus the error; however, they also found that recasts were the kind of negative feedback learners were most likely to ignore.

Researchers adopting a socio-cultural framework, following in the footsteps of Vygotsky (1978; 2006), who believed that all learning was essentially social, have explored the way in which L2s are learned through a process of co-construction between 'experts' and 'novices'. Language learning is seen as the appropriation of a tool through the shift from inter-mental to intra-mental processes. Learners first need the help of experts in order to 'scaffold' them into the next developmental stages before they can appropriate the newly acquired knowledge. This is seen as a quintessentially social process, in which interaction plays a central role, not as a source of input, but as a shaper of development (Lantolf & Appel 1994; Lantolf 2000). Hence learner involvement in OCLL activities does not only provide comprehensible linguistic input and/or vocabulary exposure but sharpens the linguistic cognitive wit and/or competence.

d) Language Policy

Apart from contacts, exposure to a particular TL is also determined by language policy. Observation has shown that the spread and recession of a particular L2 in a particular country are the result of its language policy. This is the case of, to quote a few examples, Dutch in Indonesia (Sutan, 1974) and English in India (Fasold 2004;

Dakin 1968) and Malaysia (Asmah, 2002), and English and French in some African countries (Tiffen 1968). Society would provide the teaching of a particular L2 whenever the need arises. As stated by Wilkins (1972), usually the need for the L2 exists in multilingual countries wherein there is no sufficiently dominant language to be made the national language. There may be one but there is political resistance to its acceptance or that the language itself has not yet evolved into a satisfactory tool for the expression of modern scientific needs. Normally, the chosen L2 has some historical connection within the country as in the case of former colonies. The scale and variety of use of the L2 differs enormously; it can encompass part or all of government administration, education, and commerce. The L2 situation will not exist if the local language can be used in almost all activities. This being the case, the L2 will at the very least be taught as a subject in schools. Subsequently, there would then be a steady drop in the standard of L2 proficiency.

An observation by Lambert et al. (cited in Kennedy 1973) indicated that using the TL as a medium of instruction increased proficiency in the language. In a research programme conducted by him and his associates at McGill University in Montreal, children who began elementary school as monolingual speakers of English were being taught at school as if they were monolingual speakers of French, from the time they began kindergarten through the primary classes. The programme attempts to achieve bilingualism through 'a home-school language switch'. By exposing them to French through the teaching of several subjects in the language, their control of spoken French developed rapidly. At the fifth year, the children became very fluent, although their production of French was still not equal to that of the native speakers. Nevertheless, they had learned far more than they would have through typical FL

learning classes, and without any adverse effect on their English language abilities, or their academic achievement.

In another study by Briere (1978), it was observed that, among native Mexican children learning Spanish as L2, environmental variables (such as whether the parents and siblings spoke Spanish, amount of attendance at school, and need for the adults to speak Spanish to travel and/or work enhanced proficiency in the TL. It was further observed that the children who scored the highest on the test of Spanish were those whose community was the closest to a Spanish-speaking community. 'Apparently, the closer to a Spanish speaking community a Native Mexican community is, the greater is the exposure to and the need for Spanish as a second language' (ibid.: 171). And their study revealed that boys who normally spent most of the time with their fathers tended to be more proficient in Spanish (since, in a community of high unemployment, their fathers must know some Spanish in order to obtain jobs outside the community).

Briere's finding reflects the role of language contact in determining the success of L2 learning. These being the case, L2 learners learning the TL in the TL community are at the advantage of being substantially exposed to the language whereas a great majority of L2 learners learning the TL outside the TL community may not. As observed by Politzer (1965), all immigrants coming to the United States eventually learn to speak English - no matter what their educational level or language aptitude - so long as they continue to expose themselves to the TL environment. Exposure to a given language environment provides the learner opportunities to practice the TL. Rajagopal (1976), in a survey among Malay-medium pupils in selected schools in Selangor, observed that pupils who were less competent in English were those

handicapped by their environment. They received less opportunity and encouragement to practice speaking English at home. Even their contacts outside the home did not provide them with situations in which they could practice speaking the language.

Rajagopal's finding strengthens the assumption that Malay-medium learners of ESL are insufficiently exposed to English; hence their poor performance in the language (Balaetham 2002; Omar 2002). And the reason for this lack of exposure to the TL is due to the fact that English is not the medium of instruction anymore but is merely a subject taught in schools. As stated by Habibah:

With its status as a second language, being taught as one of the subjects in the school curriculum, English language teaching has been stripped of all the back-up it once had. This means a drastic reduction in contact hours, in exposure to the language, and in actual use of the language (Salleh 1979: 3).

The assumption that the more the learner practices the more competent he is in the TL was confirmed by Seliger (1977) who worked among a sample of adult learners of ESL in an intensive programme. He observed that, given the time constraint, formal instruction did not permit much practice in the TL. Therefore, additional practice outside class was of vital importance in acquiring L2 competence. This means that, given an optimal teaching system, much of what must be learned must be acquired outside class hours built on what was acquired within a formal instructional framework.

Seliger (2000) notes- 'that some learners, because of some cognitive or affective characteristics, are able to exploit formal learning environments for extensive practice while others derive only limited benefit from formal instruction. It also appears...that those who are capable of deriving the most benefit from formal learning environments

may be the most likely to use this formally acquired base for further language development in informal or naturalistic learning environments'.

Based on the intensity of practice, Seliger classified the subjects into two categories: (1) high input generators, i.e. learners who interacted intensively, who seek out opportunities to use an L2 and who caused others to direct language at them, and (2) low input generators, i.e. those who either avoided interacting or played relatively passive roles in language interaction situations. Seliger's result showed that the former were more successful in acquiring L2 proficiency than the latter.

Hamayan et al. (1977) examined the constellation of personality and language exposure factors associated with learning French as an L2 among three groups of students: (1) early French immersion group and (2) late French immersion group, both wherein the students received instruction in most subjects in French, and (3) English controlled group wherein the students learnt French only as a subject while instructions in other subjects were in English. They observed that, regardless of the nature of the French programmes, those learners who consistently used English and less French when communicating with acquaintances were less proficient in both oral and written French than learners who reported less consistent use of English. Similarly, students who reported a high degree of shyness performed less well on French reading comprehension than did students who reported a low degree of shyness. Thus, it is apparent that learning an L2 is more effective when there is sufficient practice and, insofar as shy students may be less likely to practice it, less proficiency will be attained.

But, the sufficiency of practice is dependent upon the availability of opportunity to practice. In the school context, the sources of opportunity to practice speaking in the

TL are the teachers and peers. Chesterfield et al. (2003), studying the influence of teachers and peers in L2 acquisition among pre-school learners of English, observed that in classrooms where English-preferring children (i.e. those who speak English most of the time) predominated, those children who used relatively more English with peers and who increased their English usage over time generally showed the greatest increase in English proficiency. In classrooms where the majority of students were Spanish-preferring (i.e. those who speak Spanish most of the time), children who showed the greatest increase in Spanish proficiency were those who used relatively more Spanish over time with the teacher. The finding served to imply that learners who were highly exposed to the TL and who took this opportunity to interact in the language were more successful in attaining proficiency. And the teachers and peers were the sources for exposure to the TL and, in turn, for increasing proficiency.

Chandrasegaran (1979), in a study among Malay-medium learners of ESL in Johor, noticed a definite link between degree of exposure to English and competence in the language. She found that urban pupils tended to be better at English than rural pupils but she ruled out the factor of socioeconomic status as the reason since 90% of the pupils in her sample, both rural and urban, came from working class families. She also dismissed the factor of quality of instructions in rural schools as being inferior since all government schools followed the same curriculum and were staffed by teachers of similar qualifications. Nor were urban students more strongly motivated or more favorable in attitude towards English than rural pupils. The possibility was that urban pupils, by living in an environment where the opportunity for hearing and reading English was more readily available, experienced wider contact with English and so became more competent in the language.

Lieberson (1972) provided an example of the importance of exposure to the TL in the wider context of society i.e. English in French-speaking Canada, where the language was taught as a subject in French-medium schools attended by almost all French-speaking children. It was observed that not all L2 learning, however, took place in the classrooms. A lot of competence in English would be gained as young people found it necessary to participate in society, where English was used in the domain of employment. Thus competence in English increased due to the increase in exposure. The OCLL activities therefore do not only prepare learners to pass examinations as in formal classroom-instructed learning but to be competent L2 speakers in real life situations.

2.4.4 Out-of-class language learning activities and/or strategies (OCLL)

Much interest has been expressed in recent years in language learning strategies. Pickard (1996) reported that some studies formulate useful typologies of strategy use (Naiman 1978; Oxford 1990; Rubin 1975) all highlight the importance of out-class strategies employed voluntarily by learners outside the language classroom; (without giving it thorough, detailed or in depth attention hence the need for further research).

These language learning strategies encompass student-initiated activities, such as listening to the radio and reading newspapers. In spite of the interest in this area, there is small amount of data on the precise nature of language learning activities undertaken by learners outside the classroom.

Benson (2001) referred to the dearth of research on OCLL and its importance to the theory and practice of autonomy. The framework for research concerning OCLL is rather broad and at times somewhat vague. There are a number of research areas that have been investigated in the past but they were mainly concerned with learning

inside the classroom. Examples of these include learner concentration span and learning styles. There are a number of research areas that have immediate relevance to OCLL that are not yet completely understood and explained. For instance natural language learning and teaching approaches which suggest the notion or rather imply that -L2 is acquired just like L1.

Rubin (1975) identified seven general characteristics of the good language learner which include active involvement in OCLL such as listening to language packed audio tapes, seeking out opportunities to use the language by looking for native speakers and watching language television programs as well as going to the cinema or to other cultural events.

Macaro (2001) proposed some activities which students would use, or make the habit of looking for the L2 outside the classroom namely:

- Speaking outside the classroom
- Social strategies- letter writing, dialogue recording, role-plays, working on language text in groups etc.
- Taking notes of out of class talks, lectures, programs
- Utilization of language packed materials such as Radio Cassettes, VCDS, and magazines. Newspapers, English TV programs.

Much more is known about what second language learners and teachers do inside classrooms than what learners do outside the classroom to develop appreciation of the target culture and fluency in the target language Nigel (2003) He further notes:

“There is evidence however that exposure to authentic language and opportunities to use the language in natural situations is key to out of class language learning experience.”

The lack of firm data about what students do outside the classroom and in particular in Wajir Girls is therefore the prime rationale for this research. Moreover, there is a general bone of contention, that language learning is idiosyncratic i.e. it has no clear cut formula or strategy for learning.

Fathman (1975), in addition to her finding on the non-effects of formal instruction on ESL achievement, notes that length of residence (LOR) did predict proficiency for her sample of children (aged 6-14) enrolled in public school in Washington D.C. In a SLOPE test: those who had been in the United States for three years did better than those who had been there for two years and this group out performed those who had been there for only one year. These findings can be analogized with the case studies of well-travelled and less travelled respondents respectively in the given site in question.

On the contrary, Ekstrand (1976) found no relationship between LOR and child SLA proficiency in his study of immigrant children from Sweden. These contradictory findings provide an avenue for research, more so the fact that the setting of study is different. In this study the parameters are fairly different in that, it is not the LOR with native speakers but with literate English speakers.' Nevertheless, the amount of exposure is so vast to quantify precisely but the researcher used indicators such as length of residence in for instance in Nairobi, the frequency of visit there and the literacy levels of parents or caretakers.

Moreover, is the fact that the affective filter (Dulay & Burt, 1977) is lowest in natural and informal contexts and highest in tense and formal situations as in classrooms? With ease, as occasioned in inter-personal interactions (outside the classroom) the learner is able to overcome negative attitudes, loss of interest and lack of motivation.

Although the study focuses on out of class exposure, the affective (extraneous) factors of attitude, interest and motivation are inevitable hence the need to develop them up as independent variables.

Krashen's (2002) distinction of Acquisition and Learning hypothesis provide a wider avenue through which a researcher can conceptualize the role of out of class exposure to SLA and more so unlock the secret behind appropriate and fundamental SLA exposure. A research in OCLL strategies is therefore an attempt to capture both the tenets of L2 acquisition and L2 Learning in the formal school system without relying heavily on students/ respondents linguistic prior exposure which is not only too varied but also diverse hence immeasurable i.e. If possible to concretize and standardize L2 acquisition as well as opposed to L2 learning which is already captured in the High school curriculum and English syllabus.

2.4.5 Out-of-class Language learning activities and/or strategies as determinants of language proficiency

Krashen (2002) states that there are several ways in which the outside world clearly excels, especially for the intermediate level L2 students. First it is very clear that the outside world

Can supply more input, the informal environment will therefore be of more use as they progress and can understand more and more.

Second, as many scholars have pointed out the range of discourse that the students can be exposed to in the L2 classroom is quite limited no matter how 'natural' we make it. *The classroom will probably never be able to completely overcome its limitation, nor does it have to.* Its goal is not to substitute the outside world but to bring students to the point where they begin to use the outside world for further

acquisition, to where they can begin to understand the language used in the outside world.

An appropriate use of language learning strategies, which include dozens or even hundreds of possible behaviors (such as seeking conversation partners, grouping words to be memorized or giving oneself encouragement) results in improved L2 proficiency, or in specific language areas (Oxford, 2002)

Bialystok (2001) and Huang & Van Naerssen (2007) however found that strategies related to functional practice were associated with proficiency. Functional practice entails use of language for specific communication purposes and/or functions such as talking to native speakers.

Oxford and Ehrman (1995) discovered that cognitive strategies such as looking for patterns and reading for pleasure in the target language (TL) were the strategies used by successful students in their study.

Green and Oxford (1995) discovered that higher level students reported using language learning strategies of all kinds more frequently than lower level students. These mixed findings suggest that factors such as situation, context, sample and individual styles may be important moderating variables which necessitate this study.

A case study in Brazil of graduates with arts degree in English by Krashen demonstrated the *shortcoming of 'learning' a language*, he observes: “*They are certified teachers with knowledge about the language and its literature but able to communicate in English only with poor pronunciation, limited vocabulary and lacking awareness of the target culture*”

Therefore, exposure to a language outside the class setting is fundamental to acquisition which in turn forms the basis for learning; appropriate/inappropriate exposure is reflected throughout the acquisition process. For instance, through role play, the researcher was able to gauge the amount of exposure to L2, the sample had over the classroom exposure and how it translates into performance in exams. The language policy of the school and challenges it faces in its implementation was also a source of data that points at exposure.

Notable is the fact that Krashen's theory does not provide a measuring rod for the amount of exposure and how it directly links to acquisition.

Most language teachers will tell you that what you put in is what you get out of language studies, hence exposure is paramount for learning to take place. Companies that sell language learning products or software may claim that their method or materials will guarantee fluency in a certain period of time. Usually, that time frame just happens to correspond to their particular program. Language experts tend to be skeptical of claims that a certain method can guarantee fluency in a short period of time, this they do with good reason.

The reality is that language acquisition is a complex process that involves transmission and coordination of linguistic knowledge as seen in grammatical structures and concepts; listening & phonological coding during language production/ speaking, reading and writing. There are a number of variables and parameters that can be considered to establish and measure the amount of exposure in L2 namely:

- (i) Level of interaction.
- (ii) Length of residence(LOR) in L2 environment
- (iii) Out-of-class language learning (OCLL) activities and strategies.

Other SLA researchers such as Dato (in Adams 1978); *An introduction to SLA Research* pg. 13, have done studies on the first two above, however, for the purpose of this study the researcher focuses mainly on **the out -of -class language learning activities and/or strategies (OCLL)** since they are more measurable and applicable to the research site. Arguably, the initiative of every language teacher is to maximize exposure of language to learners. However, this can only yield fruits if the learner is well mentored in the use of OCLL by parents, caretakers, religious personalities, guardians, and teachers' and other social workers i.e. The social environment around the learner and the stimuli which it supplies, either works for or against the acquisition of the L2 in question.

To conceptualize and crystalize exposure the researcher therefore adopted Bialystok (1978) concept of out-of-class language learning (OCLL) strategies; which identified four types OCLL strategies: functional, practicing, monitoring and inferencing the following diagram is an attempt to conceptualize the inter-relationships between the strategies accordingly.

Formal practicing is used to increase explicit linguistic knowledge through referring to a grammar book and questioning and also used to automatize explicit linguistic knowledge through language drills and exercises. Functional practicing is employed in communication through talking with native speakers of a language. Monitoring is a production strategy used to examine or correct the response i.e. Evaluation of linguistic utterances/ data; inferencing as comprehension strategy is employed to arrive at new linguistic knowledge which was previously unknown through knowledge of the world, activation of implicit knowledge, and context of the passage.

The efficient operation of this model is dependent on learner characteristics such as language aptitude and attitude.

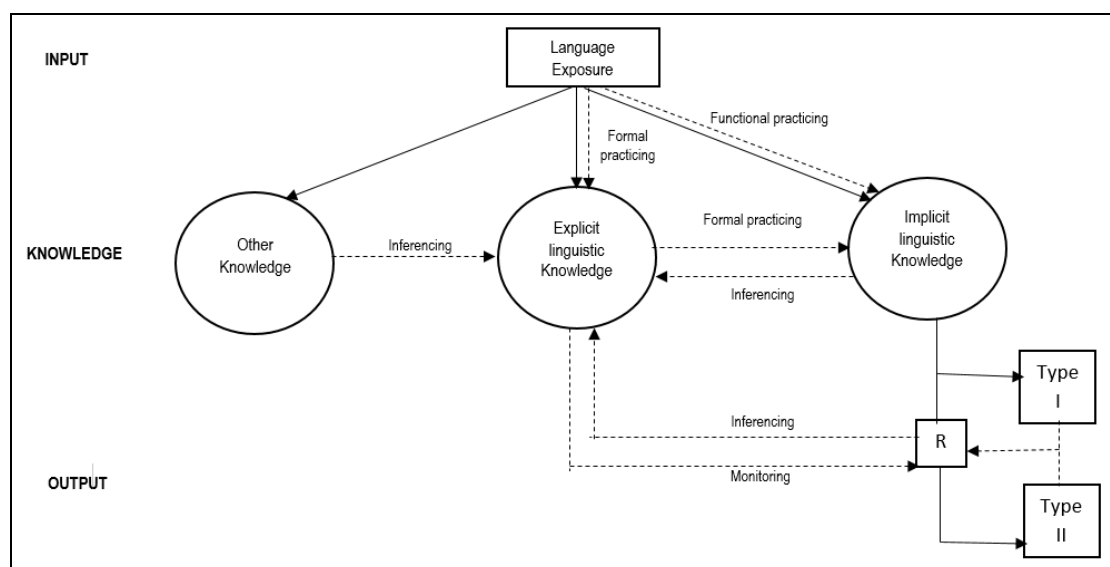


Figure 2.1: Theoretical and/or Conceptual Model of OCLL Strategies

The good language learner studies were successful in assessing strategies used by good language learners implying effects of strategy choice and use on L2 proficiency. The data of the good language learner studies were obtained qualitatively. Thus quantitative correlational studies which investigate the relationship between strategy use and L2 proficiency have been conducted through statistical data analysis. Statistical data analysis is useful if interpreted cautiously. In that it can help analyze data gathered through a large sample. Bialystok (2001) investigated the effects of strategy use on proficiency. A self-report questionnaire was used to measure students' use of language learning strategies: formal practice, functional practice, monitoring and inferencing. The French as a Foreign Language Test and the Aural Grammar Test were adapted to determine students' abilities in four skills: listening, reading, writing and speaking. Regression analysis was performed with four types of strategies as predictor variables and four skills as criterion variables. In this study functional

practice strategy accounted for significant portions of the variance in all the four skills while monitoring strategy showed positive effects reaching significance in oral skills. In a similar vein Niggar and McGroarty (2005) investigated the relationship between three types of learning behaviors (strategies)-classroom behaviors individual study behaviors and interaction behaviors-and L2 proficiency. Learning behaviors were measured by self-report questionnaire and L2 proficiency was determined by three instruments: The Plaister Aural Comprehension Test (PACT) designed to determine listening skills the Comprehensive English language Test for Speakers of English as a Second language (CELT) designed to determine grammar and the self-developed communicative competence test (CC) which consists of discrete-point CC items designed to determine overall speaking skills and global CC items designed to determine specific ability to convey information. The results of this study in general indicate relations of learning behaviors and L2 proficiency. However there is only one significant relationship between interaction behaviors and the global CC. Green and Oxford (1995) probed the relations of language learning strategies to L2 proficiency by course level. Language learning strategies were measured by the Strategy Inventory for Language Learning (SILL). The SILL consists of direct and indirect strategies. Direct strategies are those which directly involve the target language and enhance L2 acquisition and consist of memory, cognitive and compensation strategies. Indirect strategies on the other hand are those which indirectly enhance L2 acquisition, and are made up of metacognitive social and affective strategies. Course level was determined by the English as a Second Language Achievement Test (ESLAT). This study reported that strategy use varied significantly by course level and that advanced students used more often than other students in 17 items out of the 50 items in the SILL in combination with bedrock strategies defined as those

strategies used by all levels. These findings are supported by another study in which Park (1997) investigated relations of language learning strategies measured by the modified SILL to L2 proficiency determined by the Test of English as a Foreign Language (TOEFL). In this study all six categories of language learning strategies in the SILL as well as total language learning strategies significantly related to L2 proficiency. Interestingly these relations were linear suggesting that even advanced learners need to consciously use specific strategies to facilitate L2 acquisition. Another finding of this study is that only cognitive and social strategies alone out of six strategy categories in the SILL uniquely related to L2 proficiency jointly accounting for 13 percent of the total variation in the TOEFL scores. In sum, the correlational studies which clearly show the positive relations of strategy use to L2 proficiency combined with the good language learner studies imply the possible causative effects of strategy use on L2 proficiency. Important to note also is that most subjects participating in research on language learning strategies in these and other studies are adult L2 learners.

Nigel (1996) in his research paper on OCLL strategies of a group of proficient German speakers of English observes: “Functional practice occurs when the language learner increases his/her opportunity to use the language for communication such as going to movies, reading books or talking to native speakers” The main aim of these activities is to achieve exposure to meaningful language.

Naiman et al., (1978) identified the ‘active task approach’ whereby learners involve themselves actively in language learning task in a number of different ways. These include adding related language learning activities to their classroom input such as

reading in the TL, listening to tapes, listening to news in L2, reading novels and writing to pen-friends in the foreign language.

In this study, focus was on the role of functional practice as exhibited in conscious OCLL strategies that learners employ to complement the classroom exposure. It's these strategies that provided a basis to quantify out of class exposure of each individual student/ category of students. For instance, in a questionnaire (attached in the appendix A3 pg. 105) respondents were asked 'How often they engaged in certain OCLL activities and why the particular choice of the specific activity?'

2.4.6 Authentic Language Input through Audiovisual Technology and Second Language Acquisition

In today's technologically driven world, technology has become the track upon which the train of education is heading toward its destination quickly. The growth of its application and its rapid development in transforming the process of learning is unbelievable (Mayya, 2007). Computer-assisted language learning (CALL, hereafter), computer and audiovisual equipped classes, the Internet, e-mail, chat, and mobile-assisted language learning (MALL, hereafter) are just a few examples of the application of technology in language teaching/learning. As a result, language learners can have access to various types of authentic language inputs through various technologies such as computers, TV, and CDs/DVDs, apps among others for language learning.

However, there are many internal as well as external factors that influence second language acquisition (SLA). Among them, language input that learners receive in SLA is one of the external factors that play a fundamental role. However, while the important role of language input in SLA has been advocated by various language

learning theories, there has been a controversy in the field of language acquisition between those theories that attribute a small or no role to language input and those attributing it a more important role (Ellis, 2008).

Language input has also been considered to be a major source of data for language learners to construct their competence or mental representation of the language (Patten & Benati, 2010). Indeed, language acquisition process is dependent upon the availability of appropriate input. Considering the fact that some sort of language input is necessary to acquire the language in-and-outside the classroom, various audiovisual programs have the potential to be utilized as sources of authentic language input for SLA.

Taylor (1994) defined authentic language material as any material in English which has not been specifically produced for the purpose of language teaching. Similarly, Nunan (1999) defined authentic language materials as spoken or written language material that has been produced in the course of real communication and not specifically produced for the very purpose of language teaching.

In the last few years, various audiovisual technologies have dominated the world by massive developments in providing language learners/teachers with sources of authentic language input for SLA. Indeed, audiovisual technologies have provided many possibilities for teachers to construct activities for language learners. Accordingly, language learners can have access to various authentic language inputs through different technologies such as computers, TV, and CDs/DVDs for language learning, particularly outside the classroom settings. On similar lines, the integration of different audiovisual programs such as news, films, comedy, cartoons, and songs as sources of authentic language input into language learning has attracted the attention

of many researchers (Bahrani & Tam, 2011; Brinton & Gaskill, 1978; Kaiser, 2011; Mackenzie, 1997; among others).

In view of the above, the present research aims at finding out the relationship between frequency of exposure to a particular type of audiovisual program and language proficiency development in L2.

2.4.6.1 Television and Internet

According to *a study measuring teenagers' media use*, carried out by Professor Ulla Johnsson- Smaragdi in 1998, results show that Swedish teenagers between the ages of 16 and 19 spend approximately two point five hours each day in front of the television, (TV Use and Social Interaction in Adolescence, 1998) and therefore this plays an important part in their lives.

Even though this study by some might be looked upon as outdated, it does provide us with an insight of teenagers' use of media. The results are in no way surprising to us since most families in Sweden today own a television and it is therefore natural that teenagers spend a large amount of their free time watching various programs. Furthermore, in his study, Johnsson-Smaragdi presents us with results showing that teenagers spend approximately forty minutes per day playing different computer games, (Johnsson- Smaragdi et. al., 1998). A more recent study carried Board for Youth Affairs shows that almost 21% of Swedish 16 year-olds use game-rooms and/or out in 2006 by The Swedish National chat-forums on the internet every single day.

In the Kenyan language literacy programmes the television and the internet play an integral part both at home and in school as audio-visual learning and teaching aids. They shape especially the modern generation thought lines and worldviews. We rely

heavily on what the media reports, and pick vocabularies as they evolve in discoveries and innovations in virtually all spheres of life; for instance, in communication and money transfer technology the discovery of (Safaricom, M-PESA, and Fuliza etc.) Most recently in science and medicine, **Corona virus/ Covid-19** has added a new vocabulary in the stock of virtually all languages in the World - English, (*German, French, Spanish, Italian.* – **Crown shaped virus** and specifically in scientific medical studies. In fact, the TV and internet are vehicles of evolution and dynamism in language which interconnects the world making it a global village. Of significance is that when a new vocabulary is born learners encounter it outside the class and form perceptions about it which aid in the understanding of the technical semantics of new words and expressions in a more authentic original flavor than the artificial rather mechanical class use. Hence need for L2 learners to complement their exposure with OCLL activities and /or strategies.

2.4.6.2 Internet Second Language Vocabulary Exposure.

CAVOCA- Computer assisted Vocabulary Acquisition program as expounded by Groot (2000) -Utrecht University of Netherlands: it is a CALL software program which enables the L2 learner to be exposed to new words as many times as possible by computer slides, using bi-lingual presentations, contextual use and linguistic variations / modifications. In fact computers are an invaluable teaching aid for dictionary, Google and encyclopedic references.

Present new words frequently and repeatedly in input.

The more frequently language learners are exposed to foreign vocabulary; the more likely they are to remember it. Most learners need between 5-16 'meetings' with a word in order to retain it. **Byki** (*An internet/mobile phone App made by BIO-Key international Technology*) to aid L2 acquisition is a powerful and personalized

language learning system designed to advance new language proficiency by expanding the vocabulary reservoir especially in travel and tourism industry- does an excellent job providing repeated exposure of new/complex words. Every word and phrase must be correctly identified multiple times to obtain the highest score, while the variety of exercises and activities prevents this repetition from being boring. Language learners are thus more likely to use and enjoy the program long enough to accomplish a sufficient number of 'meetings' to master the new vocabulary terms. At the same time, a proprietary algorithm tracks each learner's progress and presents the words that need the most work more often than those that have already been mastered. In that way, language learners get more exposure to the words that they find most difficult. By seeing these words more often, they can focus their attention where it is needed most.

Use meaning-bearing comprehensible input when presenting new words.

In order for learners to successfully make the association between a foreign language word and its meaning, that meaning must be conveyed in a comprehensible manner. One method for making foreign terms comprehensible and thus promoting vocabulary learning is to present each word in a variety of ways. *Byki* therefore uses a number of techniques to make foreign language vocabulary memorable for language learners. For example, every foreign language term is presented not only as text, but also as audio, so that language learners can hear the correct pronunciation as many times as they need to fix it in their mind. The pronunciation can even be slowed down to help language learners focus on the smaller nuances. Many of the foreign language terms in *Byki* are also presented along with pictures that convey the meaning in yet another form. This additional input reinforces the word's meaning and assists the learner in remembering it.

Limit forced output during the initial stages of learning new words.

Forcing language learners to rush into sentence formation can interfere with vocabulary learning during the beginning stages of acquiring a new language. Instead, learners should be given time to absorb the meanings of individual words at their own pace before being required to use them in a larger context. Language learners who take their time are far more likely to use the words correctly when they do choose to form sentences. Byki gives language learners all the time they need to focus on foreign language terms. It allows learners to concentrate exclusively on words, so that they can master the necessary vocabulary before moving on to the next stage of learning a new language. When language learners who use Byki do feel ready to form sentences on their own, they will have a solid base of vocabulary with which to do so.

Limit forced semantic elaboration during the initial stages of learning new words.

In addition to not forcing beginning language learners to immediately produce whole sentences, a vocabulary program should also avoid other kinds of elaboration that might produce negative effects on the learning of new words. Some learners may find it distracting or confusing if they are asked to perform other tasks at the same time that they are trying to commit new words to memory. Studies have shown, for example, that learners who were asked to either list their emotional associations for foreign language terms or count the letters in each foreign term they were learning actually had poorer recall for those vocabulary words than learners who concentrated just on the words themselves. Byki focuses on creating accurate one-to-one associations between the foreign language terms and their native language meanings. Each flash card displays one foreign language term and its meaning, with no extraneous information to distract the learner. The association between the word and its meaning is further enhanced by allowing the learner to translate the word from

both language directions - first, by seeing the foreign word and having to produce the native language meaning, then by seeing the native language word and having to produce the foreign language equivalent. Byki thus sets the stage for truly effective vocabulary learning.

Progress from less demanding to more demanding vocabulary-related activities

Vocabulary learning is most effective when learners start off with a small group of words, then gradually add more terms as the first ones are mastered. Byki handles this process automatically, by keeping track of the words that a learner has worked with and introducing new vocabulary at the most appropriate times. The exercises in Byki also progress from easier to more challenging, allowing learners to steadily build their confidence and their ability to produce the foreign language. Byki is thus an excellent first step in the language learning process. After language learners have made their way through the Perfect Recall learning cycle in Byki, they are ready to move onto other, more advanced aspects of language learning.

2.3.7.3 Music

Given our own experience and that of those around us we would infer that music is an important part of our society and identity. It could then be assumed that music could and should play a larger part of the English language curriculum. Livingstone (2001) suggests that “music is a mood creator” to people in general and she proposes that music does play a huge part in everyday life. She mentions that waking up to a sad song on the radio most often affects the way you will feel the rest of that day (p. 283). In his book; *Music, the Brain, and Ecstasy*, writer and composer Robert (1998) observes highly remarkable relations between music and language learning. Based on his research we can see that communicative systems are lateralized in the two temporal lobes of the brain, thus, communicating through the two separate systems of

music and language further increases the ability to learn. Even though they are “separate”, they are “complimentary systems of structured communication”, where “language is primarily responsible for content and music for evoking emotion” (Pg. 292); Jourdain (2000) suggests that the two different systems representing music and language-learning when operating together can be highly valuable to the language learner, especially when picking up new vocabulary. This certainly rings true from our personal experience as both young and old learners. This suggestion is backed up by the article; *singing in ESL with songs for the grammar class*, written by Fawn (2004). This implies that singing in the classroom should be seen as a tool for learning how to listen, speak and read a language. L2 songs are many times sung as part time entertainment in evenings and weekends or sometimes in religious functions as crusades and rallies or beginning a day on divine mood of morning devotion songs and prayers; lyrical poems form a part of oral literature field work content which conveniently and aptly take place outside the formal class system. Hence the OCLL invaluable focus and use.

2.5 Systematicity in Developmental Route in L2 Acquisition

A substantial part of the SLA research community has concentrated on documenting and trying to understand the discovery that language learning is highly systematic. A defining moment for the field was in the late 70s and early 80s when it became evident that L2 learners follow a fairly rigid developmental route, in the same way as children learning their L1 do, and not dissimilar in many respects from the L1 route. Moreover, this developmental route crudely represented below as a series of interlocking linguistic systems (or interlanguages: La, Lb. ... Ln ...) sometimes bore little resemblance to either the L1 of the learner, or the L2 being learnt. This is an

indicator that L2 just like L1 cannot just be learnt but should be acquired outside the class through OCLL active participation by students.

Of significance, these inter-languages are linguistic systems in their own right, with their own set of rules. For example, Hernandez (1972) showed that although the plural is realized in almost exactly the same way in Spanish and in English, Spanish children learning English still went through a phase of omitting plural marking. It had been assumed prior to this that second language learners' productions were a mixture of both L1 and L2, with the L1 either helping or hindering the process depending on whether structures are similar or different in the two languages. *This was clearly shown not to be the case, even if the L1 of learners does of course play some role*, especially in early stages and more persistently at the level of pronunciation. For example, the developmental stages in the acquisition of German word-order, in both naturalistic and instructed learning contexts and irrespective of the L1 of the learners, are claimed to be as follows (Pienemann 1998):

Stage 1: Canonical Order (SVO)

Learners initially hypothesize that German is SVO, with adverbials in sentence-final position.

Ich	komme	aus	Kinshasa
S	V	Pre	Adv
I	come	from	Kinshasa

Stage 2: Adverb preposing

<i>Kinshasa</i>	<i>ich</i>	<i>komme</i>
-----------------	------------	--------------

Learners now place the adverb in sentence initial position, but keep the SVO order (no verb- subject inversion yet).

Stage 3: Verb separation

Aller kinder muss die pause machen

S AuxV D article O Mv

All children must the pause make

Learners place the non-finite verbal element in clause-final position.

Stage 4: Verb-second

Learners now place the verb in sentence- first position, resulting in verb-subject inversion.

Machen aller kinder muss die pause

Stage 5: Verb-final in subordinate clauses

Aller kinder muss die pause machen

Learners place the finite verb in clause-final position in subordinate clauses.

Similar sequences of acquisition have been found for a wide range of structures in a range of languages (Ellis 1994; Mitchell & Myles 1998).

After the 2000s the SLA research agenda focused on (a) documenting the route followed by learners in a range of structures and languages - although English remains by far the most studied L2, and increasingly

Explaining this route which, if it is for the most part independent of both the L1 and the context of learning, must be due to learner-internal processes. This still remains today a crucial part of the SLA research agenda. These studies of developmental route in L2 are an invaluable basis upon which a tentative blue print is attained which *govern/ determine choice of curriculum and syllabus language content weight* both in class instructed L2 learning and in the choice of effective OCLL activities that aid

naturalistic L2 acquisition especially as it relates to levels of education putting in mind age, class or grade of the learner

2.5.1 Variability in L2 Acquisition

The variability that occurs in L2 development, in terms of rate of acquisition and outcome, has received much less attention in the SLA literature until relatively recently. This was because of the very robust general findings showing that, in key respects, learners develop in similar ways no matter what their age is, whether they are learning the L2 in a classroom or in a country where the language is spoken, no matter what their L1 is, and no matter what they were actually taught. As more and more empirical research has been carried out, however, a number of important points have emerged which have meant qualifying variability in rate and outcome of L2 acquisition.

2.5.2 Variability in Rate of L2 Acquisition

Despite the relative rigidity of the L2 learning route, transfer does occur in so far as the L1 has an impact upon L2 learning, even if it remains true that it is primarily in the sense of speeding up the learning process in the case of closely related languages or similar linguistic structures, rather than changing the route of development itself (i.e. learners still follow the same stages, but at different speeds, depending on their L1). For example, Italian learners of French will acquire the idiosyncratic placement of object pronouns in French more quickly than say English learners because it is similar in both languages, but they will still go through the same stages, when in fact transferring their L1 structure would lead to acquisition of the correct system. In fact there is ample evidence, in the literature, of transfer not taking place when it would help, and conversely of transfer taking place when it leads to errors. Moreover, transfer of English SVO word order rule often occurs one way and not the other, with:

English learners of French, for example, produce sentences as in:

*La souris mange le (Transfer of English SVO word order)

	S (NP)		V	O
The	mouse	eats	it	rather than

La souris le mange (Correct French SOV word order)

	S (Np)		O	V
The	mouse	it	eats,	

Conversely French learners of English never produce:

‘The mouse it eats’

In their interlanguages, which one would expect if transfer was taking place (Hawkins 2001a). But there are also areas in which the L1 gives rise to structures not found in the language of other L2 learners (see e.g. Odlin 2009; Selinker 1992). The impact of the L1 on interlanguages development needs to be better understood, even if its potential influence on SLA remains limited since we know that only a small subsection of structures from the L1 are likely candidates for transfer.

2.5.3 Variability in Rate and Outcome in L2 Acquisition

In contrast to the undeniable systematicity of the route of development; the rate of acquisition and the outcome of the acquisition process are highly variable, unlike L1 acquisition in which children seem to progress at roughly similar rates (a period of few months), and all become proficient native speakers of the language they are exposed to.

It is very difficult to predict in second language acquisition what makes some people learn faster and better than others. Some factors have been isolated as playing some part in this. For example, age is one such factor (Singleton & Lengyel 1995). Although the commonly held view that children are better L2 learners is a gross

oversimplification if not a complete myth, differences have been found between children and adults, primarily in terms of eventual outcome. Although teenagers and adults have been found to be generally better and faster L2 learners than young children in the initial stages of the learning process (on a wide range of different measures), children, however, usually carry on progressing until they become indistinguishable from native speakers whereas adults do not, especially as far as pronunciation is concerned. Whether this is due to the process of acquisition having changed fundamentally in adulthood (e.g. because UG is not available anymore once the L1 has been acquired), or for other reasons (e.g. the process remains the same but stops short of native competence), is an issue hotly debated today, and the source of much empirical investigation (Birdsong 1999). The fact remains, though, that the route followed by young and older L2 learners is essentially the same, and is similar in many respects to that followed by children learning that language as a native language.

Another salient difference when comparing L1 and L2 outcomes is that whereas native competence is the norm in the L1 context, it is the exception in the case of L2s. This phenomenon is commonly referred to as fossilization. Some structures seem very difficult to acquire in the L2, even when there is plenty of input. In immersion programmes in Canada, in which English-speaking children are taught the normal curriculum through French and are therefore exposed to large amounts of input within a communicative focus, end results have been mixed. Although these children become very proficient and fluent in French, their accuracy in some areas (e.g. gender, adverb placement etc.; White 1996; Harley 1998; Hawkins 1998) remains far from native-like, suggesting that some aspects of language resist spontaneous acquisition.

In order to explain variability in rate and outcome, SLA researchers have focused primarily on the role of external factors in the acquisition process. As we have seen, one line of research inquiry has addressed questions about the nature of the input and the role of interaction in the learning process. Other lines of inquiry have investigated the role of learner variables, such as intelligence, aptitude, motivation, attitude, as well as the social and sociolinguistic variables which impact on them (Skehan 2009; 1998; Berry 1998; Dörnyei 2001; Sawyer & Ranta 2001). These variables have been found to play an important role in determining how successful learners are. For example, recent motivation research has witnessed something of a boom since the nineties, with research questions becoming more sophisticated and addressing more directly language teaching issues. Motivation is now seen as situation-dependent as well as a relatively stable learner trait, and much work has been carried out investigating issues such as the role of tasks in motivating learners, the role of the teacher in motivating learners, or the role of learning strategies in enhancing motivation (Dörnyei 2001 and 2002). If motivation, as well as other learner variables, is now widely recognized as playing a determining role in SLA, more research needs to be carried out on its pedagogical implications, i.e. on how to motivate learners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter consists of the research design that was used by the researcher in collecting and analyzing data. It comprises of the description of the population, sample size and the sampling procedures, methods of data collection and techniques of data analysis.

3.2 Research Design

The researcher adopted majorly qualitative cross sectional type of design with prior longitudinal sources of data. Which entailed collecting data in a set specific period of time of two weeks- 10th Feb to 24th Feb 2014 in a controlled school setting this was to allow manageability of data. However the researcher having been an English teacher in the research site had prior longitudinal background knowledge that made the research effective and efficient.

This is because out-- of class exposure to L2 is many a time manifested in informal behavioral interactions, which cannot be fully quantified. However, interpretation took note of the number of respondents who gave certain answers to certain questions and how they generally responded to stimuli of various kinds e.g. the researcher's presence, which may determine L2 acquisition.

Notable is the fact that exposure is in itself a vast term, which poses challenges in quantification and measurement not withstanding other extraneous variables such as attitude, context, inter-personal relations, gender, age extra.

Notwithstanding, the limitations and assumptions (already highlighted) in line with the socio-cultural, religious, Geographical setting, institutional context and background of the respondents.

3.3 Area of Study

Wajir Girls High School- in North Eastern region of Kenya Despite the odds, namely; insecurity/ terrorism, harsh geographical environment, long distance from University of Study (Moi University) and where I stay, and Islamic religious affiliation which makes Arabic - the Islamic language of worship; their preferred L2 over English - hence cost implications. Of significance is the fact that North Eastern is rather marginalized hence, minimal research has been conducted there; this is an attempt to do so

3.4 Target Population

Wajir Girls High School-which in year 2014 had a target population of approximately 550 students by February 2014. This was selected based on the researcher's prior interest to do research there- (having already identified the gap), due to prior teaching professional connections with respondents hence familiarity to context and possible know-how of needed background information hence manageability and interpretation of data.

3.5 Sample Size

Out Of Target Population the researcher purposively and strategically selected an accessible and manageable sample of 90 students from 2014. Form Three class learning English as an L2 / as a compulsory academic subject and often encounter with it as language of instruction. Form Three class had a total of 125 students but some were absent for a variety of reasons such as sickness; fees/finance, and other socio-cultural religious constraints.

The school administrators, teachers and any other interested party in English performance in school setting were also respondents in interviews and questionnaires formulated to acquaint the researcher to the site /school' Language policy to capture their unique professional knowledge and experience on the given thesis topic. This was useful, complementary, background information that was solemnly needed in fact finding.

3.6 Sampling Procedure

First, the researcher strategically interrogated and analysed the academic performance of the target population (Form three 2014) of 125 students by:

- Interviewing/ interrogating the Principal on administrative issues and matters pertaining English language policy and KCSE performance in school for the previous 5 years and the interrelationships that exist between the two.
- Then next to be interrogated, was the Head of department (language) both as an administrator and professional English teacher then Head of English and/or Subject teachers respectively.
- Then the researcher supplied the respondents with questions, tests (Attached in appendix A, pg 98) that sought to establish their take on language policy and how it impacts academic performance of English. We started with lighter/simpler ones basically to establish rapport then with time more intense and involving ones.

Based on background information and performance records of the respondents compounded with their responses to the current interview and questionnaires the researcher then sorted the data accordingly in line with three proficiency levels of respondents, namely;

- i. High proficiency level
- ii. Mid proficiency level
- iii. Low proficiency level

In order to obtain data that is manageable, the researcher then analyzed the overall data of 90 respondents; sorted it in 3 sets of 30 students and strategically selected randomly five students from each proficiency levels of 30 students namely High, Mid and Low respectively to serve as representative samples in data analysis and interpretation.

3.7 Techniques of Data Collection

a) Observation

The researcher employed non-participant observation in the field research in the initial stages of data collection which enabled her gauge the mood and attitude of the respondents on the subject at hand. For instance how students reacted to her presence in body language e.g. facial expressions, eye contact and body movement, enabled her cell whether they were ready and willing to participate in role play, questionnaire filling or even direct interview. Well exposed students in L2 (English) tended to be more receptive to the researcher's presence than the under-exposed one. he socio-cultural oriented reactions as expressed in attitude implied in body language and their diction/ connotations to English as an L2 compared and contrasted by Arabic their language of worship which they revere and consider holy and divine unlike English which they perceive secular and heathen. For example on mention of English the respondents acted in movement and talk cheekily- change of posture and accent to tally with native speakers but in rather satirical manner.

b) Interview

Interview with professionals namely; the principal, Head of department –language, English subject teachers and with strategically chosen 15 students from the three proficiencies (high, mid and low) levels provided an avenue to establish rapport with respondents and elicit their introspective contribution to the subject at hand. For instance, reasons governing the choice of out- of- class language learning strategies and/or activities (*interview script attached in appendix A1, pg.98*).

c) Questionnaires

Questionnaires were very instrumental in providing well thought out written responses unlike interviews. This was a good source of reliable information. For instance, some personal questions about respondents' out- of- class exposure background and how it translates to SLA were better handled in written. However, some respondents perceived this to be some sort of examination which they felt was frightening owing to examination phobia challenge in schools. There were three sets of questionnaires each for a particular target group namely: English language teachers, Form Three students and any other interested persons including support Staff and parents. – (Attached at appendix A2,A3 and A4 pgs 98,102 and 105 respectively)

Writing (composition tests)

These were used to gauge the respondents' language acquisition background and proficiency levels in the light of the research topic e.g. there was characteristic use of clichés which point at out- of- class exposure and primary school English language miss-orientations. (Copies -Attached at Appendix E, pgs. 117-128)

d) Document analysis

This enabled the researcher to trace back the footsteps of given 15 respondents of interest by referencing from documents such as Birth certificates, KCPE Certificates, registration forms, progress records and reports in line with the topic of study. For instance: comparison and contrast of; high level proficiency vs. low level proficiency students' out of class exposure background such as Have they been in touch with native speakers of English or not? What is the educational level of their parents? Which kind of primary schools did they attend? How far have they travelled in their life? Etc.

e) Focused description

The researcher explored the correlation of out –of- class exposure to SLA by focused description of the context of the site and/or setting, socio-cultural and/or religious and Geographical factors as well as the gender and age factors and how it predisposes the learners to specific strategies of out- of -class exposure that influences SLA of English. For example how temperatures affect the timetabling L2 instruction and preference by learners of OCLL activities and /or choice of strategies of L2 acquisition. Matters age and gender –the Form Three students were at the peak of LAD (Language Acquisition device) Noam Chomsky active operation –this was a positive variable , Conversely gender was both negative and positive variable; The Girl child dream of getting out of the Somali linguistic preferences world but socio-cultural constraints and/or religion and tradition arrests this dream.

3.8 Quality control

Based on prior assumptions and knowledge of the research sample; extraneous variables of age, gender, religion, geography and level of L2 instruction were held at par as neutral or uniform independent variables whereas, attitude, was built as an

independent variable. Consequently, a response to any of the instruments was considered a product of either appropriate or inappropriate out- of- class exposure.

The validity and reliability of the results will vary upwards when applied to High Schools in less geographically harsh environments. It's a proven fact that nature as well as nurture affects linguistic performance.

3.9 Data Analysis

The researcher employed SLA data analysis strategies as follows

3.9.1 Contrastive Analysis

Comparison was made between basic terms in Somali and English such as water, milk, cloth, sand, and bird which provided hints on whether Somali as an L1 has any similarity with English, as L2, semantically and phonetically as below:

English	Somali	pronunciation
Water	<i>biyo</i>	/biyo/
Milk	<i>cano</i>	/ha;no/
Cloth	<i>dar</i>	/dar/
Sand	<i>caro</i>	/ha:ro/
Bird	<i>chimbir</i>	/ʃiβir/

This was also used as a tool to establish rapport and create interest in participation in the research exercise. Translation, comparison and contrast of the two languages (Somali and English) demystified English from a difficult academic language to the level of a natural language. This made the students enthusiastic to volunteer data.

Contrastive analysis Hypothesis (CAH) however proved too limited to rely on since languages are basically arbitrary especially semantically. Somali which is considered a Cushitic African language is ideally different from English an Indo-European language. Presumably as an L1 Somali influences SLA of English both positively due to blue print that UG provides to any language learner and negatively- especially

semantically, due to arbitrariness of words in natural languages. This in itself is both a strength and weakness since similarities in UG can lead to overgeneralization errors and differences can create unwarranted impressions of complexity. Moreover, the researcher's limited knowledge of Somali language could not allow her delves deeper.

3.9.2 Error analysis

Errors were classified basically as either inter-lingual or intra-lingual; those that emanate from L1 interference and those that are internal to L2 in question respectively. The weak version of CAH was therefore invoked to explain the inter-lingual errors. However, what was also observed was that a large number of errors were made by L2 learners, regardless of their L1. For instance, Use of clichés is a common error in composition writing which is replicated in most secondary schools in Kenya regardless of students' varied L1 backgrounds.

Intra-lingual errors are in fact the majority, namely: overgeneralization of rules, simplification (redundancy/ reduction).

The learner incorrectly labels an object (balloon) but successfully communicates a desired concept. What was important to the learner was to communicate.

For example, in pronunciation as seen in stress placement and lengthening of vowels errors in conformity to the Somali sound system? As follows:

	English IPA pronunciation	Somali pronunciation
Offering	/ˈɒf(ə)rɪŋ/	/ˈɒf(ə)rɪ:ŋ/
Kenyans	/ˈkɛn.jəns/	/ˈkɛn.jə:ns/

Like all other L2 learners, Somali as language /L1, affects most especially the spoken English due to raw transfer/ direct translation of the Somali suprasegmental features when articulating English words. As seen/ realized in intonation, stress placement,

vowel length and other speech aspects such as accent overall idiosyncratic elements/aspects.

/I/ Short high front vowel ----- English IPA Pronunciation /I: /

long high front vowel - -----Somali version

/ə / short mid central vowel----- English IPA pronunciation

/ə/ long mid central vowel-----Somali version

(As noted in the above two words – {offering and Kenyans} respectively.

Listening to the respondents make such pronunciation errors however minimal makes the ideal language listener rather uncomfortable and forms an attitude that impact social perceptions, hence inter-relationships. Hence the importance of speech drills in line with the specific L1 interference which teachers should be trained in to identify and avoid following the set texts or syllabuses religiously, which sometimes do not capture all Kenyan L1 challenges.

3.9.3 Performance analysis

The overall performance of the participants in language tasks and exercises was considered a reflection of their L2 developmental stage in SLA of English, as in appropriate or inappropriate use of plural markers, tense markers, degrees of comparison markers, word derivation morphemes, vocabulary, spelling, punctuation etc. Similar to error analysis, the errors are of value but of significance here are not the error source and type but of what they tell of the respondents linguistic competence. Each correct use of a grammatical structure/component scores a mark whereas, each incorrect usage subtracts a mark; paving way for grading each respondent into the three proficiencies namely: High, Mid and Low.

This was then further related to their choice of certain out of class language learning strategies (OCLL) as opposed to others and how the same translates into performance. For instance, the students who performed highly and poorly in the language tasks were compared and contrasted along the same lines. The use of certain formulaic utterances in a formal role play of a job seeker and employer's official was also reflective of respondents spoken out of class exposure as in:

- *‘your majesty’ instead of ‘sir’
- *‘may be’ instead of ‘probably’
- *‘kindly please’. Instead of simply ‘please’

These were inappropriate but habitual expressions that had become part of learner's vocabulary.

3.9.4 Discourse analysis

Discourse was generated in various forms namely conversations during interviews, class talk, imaginative stories (compositions) and in open ended questionnaire responses. One response implied the other and any contradiction was notable which declared the data as either reliable or un-reliable.

To analyze the discourse generated the researcher employed various strategies namely:

Conversational analysis; how a learner makes sense of what is said in the course of the conversation with L2 teachers and/or native speakers.

Foreigner talk analysis; the modifications/ adjustments L2 teachers and native speakers make when conversing with the form three classes.

Coherence and cohesion (contrastive rhetorical analysis); the variety of ways/strategies that writers employ to achieve coherence which is unique to each.

Communicative analysis; what compensatory strategies non-native speakers utilize in order to maintain a conversation when they have incomplete knowledge of L2.

Contextual analysis; the researcher determined the effect of context to linguistic forms. The contextual pragmatic meanings might vary e.g. ‘a ball’.

Classroom discourse analysis (interaction between teacher and students and among students in a L2 classroom) as seen in different levels of formality.

Discourse/ functional analysis; how learners use the rudimentary knowledge of L2 syntax they possess to accomplish discourse functions for instance foregrounding event clauses in narratives while back grounding clauses which elaborate on the event. E.g. “It was raining heavily, despite the long dry season that had just ended.”

Speech act analysis: how various functions are accomplished in LI and how the same affects L2 acquisition? For instance, making orders and complaints. Contrastive analysis of the two languages in the same light.

In line with the research topic, the pragmatic implications of the findings were crucial in the interpretation stage; for instance, the case of students who engaged more in out of class language listening and speaking activities more than in reading and writing and vice versa and how the same affected their performance in examination.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the summarized form of the data collected from the field in attempt to ascertain the root cause of discrepancy in performance in L2 in the given site analyzing and interpreting each beat of it. Then raw data of participation in out of class (OCLL) activities by the respondents collected; then analyzes and interprets it in line with the research objective 2.

4.2 Cause of Discrepancy in L2 (English) Performance

Wajir Girls High School is a compulsory boarding and Islamic oriented school which has regulations governing the type of out- of- class activities that students can engage in, which many a times work for or against effective out -of -class L2 exposure for instance in a role play exercise that read as follows:

Imagine you have done your KCSE and you have visited your uncle in Nairobi then out of need to earn an income you consider working in a textile industry on contract basis. Engage in a dialogue with the officer in charge of recruitment in a manner that will earn you a job that you sincerely need.

The objective of this exercise was to *gauge the learners' exposure level*, whose result however was disappointing, because even following instruction keenly was a challenge. They ended up with fairly irrelevant conversations.

Audibility was also a real challenge and the attempt to tape them was in vain. In fact, the researcher ended up taping her own self in the attempt to encourage them to speak. This was a pointer to a real under-exposure problem due to lack/deficiency of pertinent content to confidently express in meaningful words.

The second tool was filling questionnaires (attached in appendix A1, A2 and A3, pgs 98,102 and 105 respectively).

There were three categories of questionnaires namely;

- (i) Professional; meant for professional teachers' responses
- (ii) Student; meant for learners' responses.
- (iii) General; meant for any interested persons/parties e.g. support staff and parents.

The responses to the questions revealed among other things the exposure background of the subjects as well as their introspective views of how L2 is acquired or learnt. However, language teachers tended to be classroom oriented and associated good performance of L2 to successful classroom instruction. This was a pointer to how much teachers have been trained to emphasize class work at expense of OCLL activities.

On the contrary, there was the view that languages are best acquired in actual day to day use through association/communication with native (TL) speakers.

For instance in a question to language teachers; probing whether classroom instruction is all that counts for success in examinations, virtually all of them said 'yes' to this presupposition but when asked the same question in other words i.e. What determines proficiency (especially in speaking) in language? They tended to confirming that active participation in OCLL is what matters. *This in itself is self-contradictory in that performance in examinations is not necessarily a measure of proficiency, in especially. Spoken English language.* The skills needed in language examinations are different from the ones needed in day to day language use/communication further compounding this study.

Nevertheless, learners (purposely selected sample of 15 respondents; five from each proficiency level) on their part had divergent views on what teachers should do to enable them pass examinations in L2 other than develop fluency in it. *High proficiency learners wanted the status quo to be maintained. Mid proficiency level was fairly critical. Whereas Low proficiency learners tended to advocate for radical change* which many a time was so much an element of attitude other than *empirical facts* from the data collected.

The third instrument to measure, out of class exposure, was a composition exercise which read as follows:

Write a composition entitled, ‘The most memorable day in my life’. (Appendix E Pgs.117-128).

This exercise was a rich source of the much needed information- *the diction* of each student relative to their proficiency clusters as manifested in: - choice of words and expressions, as well as the habitual use of clichés revealed a lot about the linguistic exposure- background of the individual learner/respondent.

For instance, the clichés:

- (i) ‘As* *happy as a king in his palace*’: -this is a common cliché among high school students who carry it on from primary school. This in fact, is a misconception fueled by underexposure to what in reality rulers are.
- (ii) ‘I woke up and took a **sweet breakfast*’: - This is an error motivated by direct translation of L1 words to L2 for instance in Swahili the word ‘sweet’ is a cover word for ‘*tasty*’ and ‘*delicious*’ unlike English which has separate words. Appropriate out of class exposure will alleviate this error.

- (iii) *My heart beat like the* West African drum:* - this is outdated /archaic /remote comparisons which has lost place in our modern English use. This in itself is a symptom of underexposure and failure to live in the linguistic present.
- (iv) **I ran as fast as my thin legs could carry me:-* This cliché is used many times out of context as an attempt to impress or exaggerate due to lack of content/experience to draw from; out of class extensive reading would alleviate this disease.
- (v) **My eyes almost popped out of their socket:* - This is used monotonously even where it does not apply. A sign that the learner has a limited language repertoire from which to draw from, to create variety. Out of class language activities can enrich such.
- (vi) **I was in six and sevens:* - This is quite idiosyncratic; an indicator of how language is so personal and calls for individual effort such as engagement in OCLL activities to make personal improvement, otherwise one can verbalize anything in an attempt to communicate.
- (vii) *My hands became *dammy as a frog:-* In an effort to communicate the learner coins her own expression which creates a very ugly picture in the mind of the reader when the intention was just to say, how nervous she was.

Use of clichés was an overall respondents' commonest error regardless of their proficiency levels. This is an indicator of how far reaching out of class exposure has on L2 learners. There is general misconception that uses of such expressions makes one appear more conversant in the TL. Sometimes however this could be attributed to early child hood and/or primary school teachers' exposure to L2 where mentors emphasized form at the expense of communication.

Nevertheless, there were other errors of tense, spelling, vocabulary choice, punctuation and even word order.

4.2.1 Tense errors

Tense has to do with the manner in which languages indicate the time of action. There basically three tenses namely: past, present and future. In English it is usually indicated on verbs (main or auxiliary) however there are irregular verbs which either change in spelling or remain unchanged. The major tense regular marker being {-ed}/ {-t} as in:

Present	Past
Walk	walked
Talk	talked
Learn	learnt
Dream	dreamt

Out of overgeneralization error or even instruction oriented error, learners made such errors as in:

'I waked up early in the morning'*; Instead of *'I woke up.....'*

*'The tire has*burst'*; instead of *'The tire has burst.'*

'She puted the pen in her bag'*; instead of *'she put the pen.....'*

*'She *cuted herself with a knife'* instead of *'She cut herself.....'*

Double tense indication was also a common error in students as in:

*'I *could felt weak'* in place of *'I felt weak'*

*'He could *walked fast'* in place of *'He could walk fast'*

Sometimes tense was not indicated at all as in:

*'I *walk to hospital that day':* instead of *'I walked to hospital.....'*

'I spring up on my feet when I saw him enter; instead of 'I sprang up on my feet.....

In the light of the study at hand; tense errors can be avoided if the learners engage in complementary out of class activities such as reading novels or listening to good speakers of English and emulate them. Heavy dependence on classroom instruction might not be sufficient.

4.2.2 Subject-verb agreement errors

The subject and the verb should agree in number and person in English sentences. However most English learners experience difficulty in application of this rule. The respondents in this research were no exception. They made errors as follows:

*'It *were a holiday' instead of - 'It was a holiday'*

*'My friend *were celebrating her birthday. 'Instead of - 'my friend was celebrating her birthday'*

'School have closed-'instead of- 'school has closed'*

4.2.3 Spelling errors

Spelling and pronunciation in English are similar but not the same. This in itself is both an advantage and a disadvantage to learners. Most learners rely heavily on spelling to determine pronunciation and vice versa. Consequently, most errors are bred in course of these comparisons as below:

**'Buzy' in place of 'busy'*

**'Resqued' in place of 'rescued'*

**'Causion' in place of 'caution'*

4.2.4 Vocabulary errors

English vocabulary like any of the other natural language is majorly arbitrary. Consequently the process of acquiring it is equally complex. Learners have to make

personal initiatives to understand the precise meaning of words in the light of their contextual usage. Dictionary use and extensive reading as well as participation in language rich activities are the only means to mastering vocabulary. Difficulties in vocabulary choice were notable as below:

‘We were abandoned there’* instead of- ‘we parted there’

*‘We were eager to see the *environment’* instead of- we eager to see the landscape/topography of’

*Birds were *swinging in the morning’ instead of ‘singing.....’*

4.2.5 Punctuation Errors

Punctuation marks are conventional symbols that indicate the length of pauses in any one written piece of work. They are very important for they allow the writer and reader to pause accordingly and have a great bearing on the meaning of the entire piece of work.

Punctuation can be seen at various levels i.e. the format of a page or a document, the paragraph, (the topic, supporting and the clincher) sentences and the constituent words in a sentence (word class and function). Errors were notable as follows;

*‘*It was an early Saturday morning I jumped out of my bed when I heard the alarm I was expecting my K.C.S.E results my mother had promised me a present if I could pass the examination.....’*

The respondent had a very good story to tell, however he was disorderly and put the plough ahead of the yoke in the first and second sentences. Moreover, she failed to put full stops at the end of sentences. Other punctuation marks include: commas, semi colons, colons, quotation marks, hyphens, parenthesis, and capitalization as in Proper nouns.

However much a teacher may instruct students in use proper punctuation in English language writing, there is bound to be very little fruit not unless a learner takes an individual initiative to practice the use of proper punctuation in actual writing i.e. Engage in out-of-class language writing competition exercises/ activities as well as close interaction with the English language teachers for purposes of instruction, marking and correction of punctuation errors.

4.2.6 Word order errors

The basic word order for English is: SUBJECT + VERB + OBJECT.

Interestingly, there was no notable word order errors in the data collected, probably because Somali language has same word order as seen in the following translation exercises

The camel	is	the ship	of the desert
S	V	O	IO
Geela	waa	Idaho	duurka

Education	is	the key	to life
S	V	O	IO
Aqaamta	waa	furha	nolosha

My	mother	knows	how	to cook	very well
D	N/S	V	ADV	NP/O	INT/ADV
Hooyadey	waxay	tagamaa	sidi	loogariyo	sifican

4.3 The Role of out-of-class Exposure to L2 Performance

Out of class exposure is manifested in various ways and calls for individual student's own initiative, motivation and/or choice of the given activities and employment of certain learning strategies which can be tentatively sub-divided into three as follows:

READING: Newspapers, novels, magazines, letters, poems, grammar books, and use of reference books (dictionaries, encyclopedias, thesaurus, auto/biographies)

(i) LISTENING TO- radio, talks, lectures, tapes, music, cassettes, dialogues, conversations, speeches

(ii) WATCHING –Audio-visual materials such as TV, DVDs , computer internet slides, theatre/plays and cinema, mobile apps such as Youtube, Google, Byki etc.

Nevertheless, the setting, context, accessibility and/or availability equally determined the type (s) of OCLL activity (activities) that respondents engaged in.

In order to quantify and measure the frequency of participation in OCLL activities, the responses to the question: -

‘How often do you engage in any one given type of OCLL?’ Were rated as follows;
 Everyday-----5 twice a week-----4 once a week-----3
 Twice a month-----2 rarely-----1 never-----0
 This serves as the key for the following tables

Table 4.1: Out- Of- Class Reading Activities

Names	PL	Newspapers	Novels	Poems	Magazines	Grammar books	Reference books	Computer internet / m/phone reading
U.M.A	H	4	4	3	3	3	3	2
U.A	M	4	3	3	4	4	3	1
Z.D.J	L	3	3	3	3	4	4	2
S.A	H	3	3	4	2	4	3	2
F.A.M	M	3	4	3	2	3	4	3
A.M	L	3	3	3	2	3	3	1
K.A.B	H	3	3	3	3	4	3	2
R.Y	M	3	2	2	3	4	3	1
M.A.A	L	2	2	3	3	4	3	1
H.M.	H	2	2	2	4	3	3	1
K.A.B	M	1	2	2	2	3	2	1
H.O	L	1	1	1	2	4	3	1
S.A.A	H	2	3	1	2	4	2	0
Z.M	M	1	2	1	1	2	3	1
E.D	L	2	1	2	2	3	2	0
MODE		3	3	3	2	3	3	2

KEY: Names presented in initials; PL –proficiency level Everyday---5
 twice a week---4 once a week---3 Twice a month ---2 rarely---1 Never---0

The above table is a summary of 15 cases of students randomly selected from the three proficiency levels (PL) of the 90 students sampled namely High, Mid and Low respectively.

Interpretation

Notably, the high proficiency students invest more time in out of class reading activities than the low proficiency ones; they are self-driven and motivated to read widely on their own. Other than the reading of grammar books which are classroom instruction oriented/ motivated, the trend is the same all through.

Availability and accessibility is also a factor that determines the frequency of participation in OCLL activities as seen in daily newspapers and magazines. Only one copy is purchased for the school daily and it's delivered a day later due to long distance from Nairobi its purchase point. The teachers have to look at it first before students have the opportunity to do so.

The mode is low especially in computer reading. Supposedly due to the misconception- 'that electronic learning (EL) is complex'. Though the school has a computer lab, it is yet to be utilized fully as language learning resource due to lack of personnel to guide the students and also limited time and space.

The Mid proficiency students are relatively average in their rate of frequency in participation of out- of- class reading activities, a further indication of the prerequisite role of OCLL activities in language studies. However, there are some few discrepancies which point at the unique strategies that each learner employs during the reading activities which determine success in learning.

Apparently, this is a clear indication that out of class reading and writing predetermines success or failure of classroom instruction. In fact, it's a prerequisite to acquisition and learning. No amount of instruction can fulfill all the needs of a learner; the learner has to take personal initiative to complement the process / classroom instruction of SLA.

Table 4.2: Out- Of -Class Listening Activities

Names	Proficiency levels(PL)	Lectures	Audio Tapes	Speeches/Debates	Radio
U.M.A	H		2	3	1
U.A	M	2	2	3	2
Z.D.J	L	3	2	3	2
S.A	H	3	3	2	1
F.A.M	M	2	3	3	2
A.M	L	2	3	2	2
K.A.B	H	3	2	3	1
R.Y	M	2	2	2	1
M.A.A	L	3	2	3	2
H.M	H	2	1	3	2
K.A.B	M	2	2	2	1
H.O	L	2	2	1	1
S.A.A	H	1	2	2	1
Z.M	M	2	3	1	1
E.D	L	2	2	0	1
MODE		2	2	3	1

KEY: Names – presented in initials. PL--- Proficiency levels every day ---5
twice a week--- 4 Once a week---3 twice a month---2 rarely---1 never---0

The same students, who were examined for reading, were examined for listening activities and the above was the outcome.

Interpretation

Unlike reading whose frequency is determined by individual student's own personal initiative and/or commitment, listening is basically determined by presence or absence of listening stimuli. Wajir Girls' being an Islamic oriented institution has restrictions on the kind of audio materials available to students although lately they are relaxing

their stand with dynamics in society but restrictions on which particular TV and/or radio programs, cinema/video, plays, talks, audio tapes and lectures still hold.

The same is applicable to other schools since high school students are young minds which need guidance and control. However, the individual student has a minor role to either attend to the recommended schedule or not which in this case amounts to a self-discipline issue. Consequently, the trend in the out-of-class listening activities was rather weak as compared to reading.

Table 4.3: Audio-Visual Activities

Names	Proficiency levels	English TV News	English DVDS/VCD S	Movies in English	English live plays	Computer slides/Internet
U.M.A	H	3	3	2	1	2
U.A	M	3	3	3	1	2
Z.D.J	L	3	2	2	2	2
S.A	H	3	2	2	1	2
F.A.M	M	2	2	2	1	1
A.M	L	2	2	3	1	1
K.A.B	H	3	2	3	1	1
R.Y	M	3	3	2	1	1
M.A.A	L	3	2	3	1	2
H.M	H	3	2	3	1	1
K.A.B	M	2	2	2	1	1
H.O	L	3	2	1	1	0
S.A.A	H	2	1	2	1	0
Z.M	M	3	1	1	0	1
E.D	L	3	2	0	0	0
MODE		3	2	2	1	1

KEY: Names- presented in initials PL---Proficiency level every day---5
twice a week---4 once a week---3 Twice a month---2 rarely---1 never---0

The same students were examined on the rate of their involvement in audio-visual activities and the above was their responses.

Interpretation

With a few exceptions, the program of the school had a strong bearing on the rate of learners' involvement in audio-visual activities. The time table of the school was such that it's only on weekends that students watch TV, videos/movies theatre as a means

of entertainment. With computer internet slides being a rare exception which occur when there are pertinent issues by the school to educate the learners mostly from external resource persons/ motivators/speakers.

Moreover, the religious Islamic orientation of the school determines largely the content and the specific language of these audio-visual materials that learners have access to. Preferably they are exposed to Arabic literature. This affects the attitude of learners towards English as a western / Indo-European language.

Nevertheless, it's one thing to participate in OCLL activities and it's another to benefit from them / facilitate L2 Acquisition, hence the discrepancies. Each learner perceives what is a happening/available around her differently and employs distinct strategies in an attempt to decode meaning.

CHAPTER FIVE

DISCUSSIONS, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter briefly summarizes the findings of the entire research in tandem with the aim, objectives and research questions as stated in chapter one. This was to establish a firm database to explain the SLA scenario at the research site and how the same can be applied to other institutions. Then focuses on conclusions, recommendations and suggests way forward respectively and/or accordingly.

5.2 Discussion of Results

There is a lack of consensus on what precisely determines efficient and effective language acquisition; whether its nature or nurture, or both? And how they agree or differ in specific learners? A lot of research has already been done along these lines but no precise answer has been found. However each research has contributed to the way forward in SLA.

Nevertheless, there is a lack of a universally accepted method for teaching and learning language that is optimal for each learner as well as lack of a firm data on what each learner does outside the language classroom and how it is translated into performance at high school level. All the same we can tentatively make propositions based on predictable behavioral patterns. By use of both explicit and implicit questions, exercises and tasks the researcher was able to gauge the type of out-of-class language learning (OCLL) activities that learners engage in and how often they do so. The outcome was –self-drive of learners in participation of OCLL activities increases the ultimate level of attainment L2, hence the level of proficiency in L2 examination performance at High school levels.

5.2.1 English examination performance in Northern Kenya.

Out-of-class exposure plays a key and/or complementary role in English examination performance of candidates both at school and national levels. As seen in this research OCLL activities predetermines performance with only a few exceptions; High, mid and low proficiency learners recorded high, average and low participation in out of class activities respectively. Classroom instruction is not sufficient for learning an L2. This is in agreement with other studies.

5.2.2 Role of L2 prior exposure (away from the class setting) on examination performance.

Language acquisition is idiosyncratic at a personal learners' level and diverse in its usage hence the technicality in restrictive and prescriptive approach for ultimate L2 acquisition.. The school routine is Islamic oriented unlike schools in other parts of Kenya. For instance, the case of a learner who is not self-driven in participation in debate or conversations/dialogue due to religious reasons like Ramadhan and/or sometimes fasting for personal reasons.

Nevertheless, acquisition is a prerequisite to learning and many at times it occurs outside the classroom. English is a natural language and calls for natural means of acquisition, before it is introduced as an academic and/or a technical subject for learning.

Moreover, the emotive attachments (Affective filter – Dulay & Burt 1977) that learners make towards it/L2 are farfetched and far reaching in their language acquisition process yet they are so much to do with acquisition from caretakers/ givers than learning from teachers. In this case anthropological factors of the Somali people which other than probably genetics are all unfavorable to English L2 acquisition. For

instance , Female Genital Mutilation (FGM) and (Early and forced marriage of the Somali Girl to old men (MASLAH); which is patriarchal Somali community practice yet in fact a fatal evil to the girl child. The Majority of caregivers are Muslims with religious allergies/ indifferences to the native speakers of English- the Britons due to cultural and value system parallelism for example in dressing code and place of women in society. Children from literate parents of course in this case indicated viability in L2 acquisition than those of illiterate.

However Language acquisition is idiosyncratic hence the discrepancy i.e. though learners share same socio-cultural background each one of them is unique.

Nevertheless, the school routine is virtually uniform to all learners but still there is diversity in response to same stimuli. For instance, the case of a learner who does not pay attention to an audio-visual language program when others are doing so much because it does not fascinate her.

5.2.3 Establish firm basis/data of L2 Acquisition, models, approaches, materials, equipment, learning activities and/or strategies etc. appropriate/ tailored for the Northern Kenya schools.

Stephen Krashen distinctive framework between acquisition and learning is in itself a summary of an otherwise too vast and complex field of L2 Acquisition.

Any activity and/or strategy that enable acquisition and/or learning provided it meets the tenets of efficiency and effectiveness can be adopted. This same perspective was further compounded by in the research by a deliberate, explicit, rather long Literature review section, of many other SLA theories and conceptual models.

Consequently, this entire thesis is an attempt to attain the third objective.

5.3 Findings

- Out-of-class exposure plays a key and/or complementary role in performance of learners at high school level. As seen in this research OCLL activities predetermines performance with only a few exceptions; High, mid and low proficiency learners recorded high, average and low participation in out of class activities respectively. Classroom instruction is not sufficient for learning an L2. This is in agreement with other studies.
- Language acquisition is idiosyncratic hence the discrepancy i.e. though learners share same socio-cultural background each one of them is unique.
- The school routine is virtually uniform to all learners but still there is diversity in response to same stimuli. For instance, the case of a learner who does not pay attention to an audio-visual language program when others are doing so much because it does not fascinate her.
- Acquisition is prerequisite to learning and many at times it occurs outside the classroom. English is a natural language and calls for natural means of acquisition just before it is introduced as an academic and/or a technical subject for learning. The emotive attachments that learners make towards it/L2 are farfetched and far reaching in their language acquisition process yet they are so much to do with acquisition from caretakers/ givers than learning from teachers.
- Diversity is inevitable in both nature and nurture: English as a natural language is dynamic for it evolves with time further enhancing its diversity which should be embraced with caution lest it culminates into '*linguistic quagmire*'. Nurture also varies from culture to culture just like nature varies

from generation to generation. Divergent individual response to the same further complicates the matter.

5.4 Conclusion

In tandem with the objectives the research concludes that out-of-class exposure plays a key role in performance of learners at high school level. Moreover, language acquisition is idiosyncratic hence the discrepancy. In addition, the school routine is virtually uniform to all learners but still there is diversity in response to same stimuli.

Moreover, the study concludes that the acquisition is prerequisite to learning and many at times it occurs outside the classroom. English is a natural language and calls for natural means of acquisition just before it is introduced as an academic and technical subject for learning. Lastly English as a natural language is dynamic for it evolves with time further enhancing its diversity which should be embraced with caution lest it may culminate into 'linguistic quagmire'. Nurture also varies from culture to culture just like nature varies from generation to generation. Divergent individual response to the same further complicates the matter.

5.5 Recommendations

1. Language training institutes/ university faculties to diversify training approaches and strategies in order to produce fully baked/ vastly trained teachers in preparation and readiness for the diverse language teaching duty. Language is in itself diverse and hence complex and teacher trainees should be prepared accordingly for this challenge. Virtually all subjects are taught/ instructed in English and knowledge of the register for each area of study is prerequisite to learning. Effective and efficient Communication is paramount and language is the vehicle to the same.

2. Language learners to be initiated accordingly into OCLL activities. From the word go learners should be explicitly sensitized to the need to make conscious efforts to acquire and learn English both within and without the class room. A culture of extensive study and active participation in OCLL should be instilled in them from primary school.
3. Education stakeholders to have a diversified background upon which to interpret language examination performance. Boards of governors/management, parent teacher associations and leaders (political and religious) ought to be educated on what goes into language performance lest they may blame teachers where they are not directly responsible.
4. More research to be conducted in Wajir County to further equip the Somali child with tools of survival such as SLA. The harsh Geographical environment predisposes the Somali child to look beyond her boundaries for livelihood; this can only happen when she/he has the language to communicate.
5. More research should be conducted on ‘the role of out -of -class language learning strategies’. It being that- OCLL activities without deliberate strategies of acquisition/learning is not fully fruitful, in order to improve language performance in High schools in Kenya.

Diversity is inevitable in both nature and nurture: English as a natural language is dynamic for it evolves with time further enhancing its diversity which should be embraced with caution lest it culminates into ‘linguistic quagmire’. Nurture also varies from culture to culture just like nature varies from generation to generation. Divergent individual response to the same further complicates the matter.

Attempt to discover the best L2 Acquisition and learning strategies that can accelerate English language examination performance in Northern Kenya – Wajir G.H.S being the representative site.

Out-of-class exposure plays a key and/or complementary role in performance of learners at high school level. As seen in this research OCLL activities predetermines performance with only a few exceptions; High, mid and low proficiency learners recorded high, average and low participation in out of class activities respectively. Classroom instruction is not sufficient for learning an L2. This is in agreement with other studies.

- Language acquisition is idiosyncratic hence the discrepancy i.e. though learners share same socio-cultural background each one of them is unique.
- The school routine is virtually uniform to all learners but still there is diversity in response to same stimuli. For instance, the case of a learner who does not pay attention to an audio-visual language program when others are doing so much because it does not fascinate her.
- Acquisition is prerequisite to learning and many at times it occurs outside the classroom. English is a natural language and calls for natural means of acquisition just before it is introduced as an academic and/or a technical subject for learning. The emotive attachments that learners make towards it/L2 are farfetched and far reaching in their language acquisition process yet they are so much to do with acquisition from caretakers/ givers than learning from teachers.

- Diversity is inevitable in both nature and nurture: English as a natural language is dynamic for it evolves with time further enhancing its diversity which should be embraced with caution lest it culminates into 'linguistic quagmire'. Nurture also varies from culture to culture just like nature varies from generation to generation. Divergent individual response to the same further complicates the matter.

REFERENCES

- Archibald, J., Roy, S., Harmel, S., Jesney, K., Dewey, E., Moisik, S., & Lessard, P. (2006). *A review of the literature on second language learning*. Retrieved from <http://education.alberta.ca/media/349348/litreview.pdf>.
- Balaetham, K. (2002), Bahasa Inggris di sekolah aliran Melayu: sebab-sebab kelemahan.' In Ibrahim Saad (ed.). *Isu pendidikan di Malaysia*. Kuala Lumpur: Dewan Bahasa & Pustaka.
- Baongoli A (2011) *Basics in Four European Languages* (French, German, Italian and Spanish): Nairobi: A-frame publishers
- Bialystok, E. (1978). A theoretical model of second language learning 1. *Language learning*, 28(1), 69-83.
- Birdsong, D., ed. (1999). *Second Language Acquisition and the Critical Period Hypothesis*. Mahwah, NJ: Lawrence Erlbaum.
- Briere, E. J. (1978). Variables affecting Native Mexican children's learning Spanish as a second language. *Language Learning*, 28, 159-174, 1978.
- Chandrasegaran, A. (1979), Problems of learning English in national schools in Johor, Malaysia: an investigation of attitudinal-motivational variables, learning strategies and exposure to English. Unpublished MA dissertation, University of Singapore.
- Chesterfield, R., Hayes-Latimer, K. A. T. H. E. R. I. N. E., Chesterfield, K. B., & Chavez, R. (1983). The Influence of Teachers and Peers on Second Language Acquisition in Bilingual Preschool Programs. *TESOL Quarterly*, 17(3), 401-419.
- Cummins, J., & Swain, M. (2006). *Bilingualism in Education*. London, England: Longman.
- Dickinson, L (1994) *Self-instruction in language learning*, Press syndicate of the University of Cambridge.
- Dulay, H., Marina, B., & Stephen, K. (2002). *Language Two*. New York: Oxford University Press.
- Eaton, S.E. (2010). *Global Trends in Language Learning in the Twenty-first Century*. Calgary: Onate Press. Archived by the European Association of Education for Adults (EAEA).
- Eaton. S.E. (2010). *Global Trends in Language Learning in the Twenty-first Century* (webinar). ISBN-978-0-9733594-6-6
- Ericsson, K. A., Prietula, M. J., & Cokely, E. T. (2007). The making of an expert. *Harvard business review*, 85(7/8), 114.
- Fromkin V, Rodman R, Hyams N (2007). *An Introduction to Language* (Eighth Edition) U.S.A Publisher- Michael Rosenberg.
- Gladwell, M. (2008). *Outliers: The Story of Success*. New York: Little, Brown and Company.
- Gladwell, M. (n.d.). The 10,000 Hour Rule. Retrieved May 10, 2010, from http://www.gladwell.com/outliers/outliers_excerpt1.html

- Graeme, K. (1973). Conditions for language learning.' In John W. Oiler & Jack C. Richards. eds. *Focus on the learner: pragmatic perspectives for the language teacher*. Rowley, Mass.: Newbury House Publishers.
- Habibah, S. (1979). The ITM's English programme for the eighties. Paper presented at the national seminar on the *Teaching of English in Institutions of Higher Learning in the 2000's*, Institut Teknologi MARA, Shah Alam, 1979.
- Hamayan, E., Genesee, F., & Tucker, G.R. (1977). Affective factors and language exposure in second language learning. *Language Learning*, 27, 255-241.
- Harley, B., d'Anglejan, A., & Shapson, S. (1990). *The Evaluation Syllabus, National Core French Study*. Winnipeg, MB: Canadian Association of Second Language Teachers.
- Ingram, D.E. (1978). An applied linguistic study of advanced language learning. Unpublished PhD thesis, University of Essex.
- Krashen, S. (2002). *Principles and Practice in Second Language Acquisition* (First internet Edition- July 2009) ISBN 0-08-028628-3: University of Southern California
- Lieberson, S. (1972). Bilingualism in Montreal: a demographic analysis. In J. Fishman. ed. *Advances in the sociology of language*, volume 2. The Hague: Mouton.
- Lrashen—Freeman, D., & Long, M. H. (1991). *An Introduction to Second Language Acquisition*. New York: Longman Group UK limited.
- Omar, A. H. (1979). *Language planning for unity and efficiency: A study of the language status and corpus planning of Malaysia*. Kuala Lumpur: Penerbitan Universiti Malaya.
- Omar, M. H. (2002). Pelajaran dan pembelajaran bahasa Inggeris dalam konteks peralihan bahasa pengantar di sekolah rendah. In I. Saad. ed. *Isu pendidikan di Malaysia*. Kuala Lumpur: Dewan Bahasa & Pustaka.
- Oso, W., & Onen D (2009) *A General Guide To: Writing Research Proposal and Report* Jomo Kenyatta Foundation- Kenya.
- Pearson, N. (2004, September). The idiosyncrasies of out-of-class language learning: A study of mainland Chinese students studying English at tertiary level in New Zealand. In *Proceedings of the Independent Learning Conference 2003*.
- Pickard, N. (1996). Out-of-class language learning strategies. *ELT journal*; 50/2 150-159
- Politzer, R. L. (1965). *Foreign language learning: a linguistic introduction*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Rajagopal, S. (1976), A study of the role of attitudes and motivation in the acquisition of English as a second language by 5th form Malay-medium pupils in Selangor. *Unpublished MEd dissertation*, University of Malaya.

- Ravem, R. (1974). Language acquisition in a second language environment.' In Jack C. Richards, ed. *Error analysis: perspectives on second language acquisition*. London: Longman.
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL quarterly*, 41-51.
- Schumann, J. H. (1978). Social and psychological factors in second language acquisition.' In J. C. Richards. ed. *Understanding second and foreign language learning: issues and approaches*. Rowley, Mass.: Newbury House.
- Seliger, H. W. (1977). Does practice make perfect? A study of interaction patterns and L2 competence. *Language Learning*, 27, 263-278.
- Steinberg, D. D. (2002), *Psycholinguistics: language, mind and world*. London: Longman.
- Sutan T. (1974). Language policy, language engineering and literacy in Indonesia and Malaysia.' In J. A. Fishman, ed. *Advances in language planning*. The Hague, Paris: Mouton.
- Swain, M. (1972). Bilingualism as a First Language. Ph.D. dissertation. Irvine, CA: University of California at Irvine.
- Tiffen B. (1968), 'Language and education in Commonwealth Africa.' In Julian Dakin, Brian Tiffen & H.G. Widdowson, eds. *Language in education: the problem in Commonwealth Africa and the Indo-Pakistan sub-continent*. London: Oxford University Press.
- Wilkins, D. A. (1972), *Linguistics in language teaching*. London: Edward Arnold.

APPENDICES

Appendix A: Instruments

Appendix A1: Professional Interview Script

INTRODUCTION

INTERVIEWEES/RESPONDENTS: Administrators (Principal/deputy & H.o.D language).

INTERVIEWER/ MINDER: Researcher.

1. (a) What is your opinion of the trend of English language performance in the last five years?

.....

.....

.....

.....

-
- (b) What do you think might have occasioned this trend?

.....

.....

.....

-
-
- (c) What do you think should be done to perfect language performance?

.....

.....

.....

.....

.....

(a) Do you have a language policy in the school? Yes/No

Explain.

.....

.....

.....

(b) How effective is it?

.....

.....

.....

(c) What are some of the challenges you face in implementing it?

.....

.....

.....

2. (a) What was the entry behavior in language in form one for current form three students who are rated as:

High proficiency learners (PL)

.....

.....

.....

.....

Mid proficiency learners (PL)

.....

.....

.....

Low proficiency learners (PL)

.....

.....

.....

.....

(b)What do you think leads to this diversity?

.....

.....

.....

.....

4 In your opinion, what role does student's family background play in her performance in language? In terms of:

(i) Education?

.....

.....

.....

.....

(ii) Finance?

.....

.....

.....

.....

(iii)Religion?

.....

.....

.....

.....

(iv) Identity

.....

.....

.....

.....

(v) Gender?

.....

.....

.....

(vi) Marital status of the parents?

.....

.....

.....

(vii) Occupation of parents?

.....

.....

.....

NB. Are the above trends always the case?

Yes/No..... Explain.....

.....

.....

.....

Appendix A2: English Language Teachers' Questionnaire

Respondents: English Language teachers

Please fill this questionnaire accordingly to help gather information on English language trends in the school.

1. (a) How many clubs do you have in school?
- (b) Which of these clubs are language oriented/ spearhead language development?
.....
.....
- (c) How do they do so?.....
Explain.....
.....
.....
.....
2. Do you have an operational and sufficient library for the all school?
Yes/No.....Explain.....
.....
.....
3. Do you think teaching students in class is sufficient to enable them acquire proficiency in language? Yes/No.....
Explain.....
.....
.....
.....

4. Does the school purchase daily newspapers and do students access them in good time? Yes/No.....

Explain.....

.....

.....

5. Do students have access to TVS, videos, cinemas and Radios? Yes/No...

Explain.....

.....

.....

6. Does your school have a computer lab? Yes/ No.....How often do language classes utilize this facility?.....

How effective is it?

.....

.....

Explain.....

.....

.....

7. Which language do students use in the boarding area?.....

Why?.....

What do you think can be done to tame them into speaking English?

.....

.....

8. How can you rate student discipline in line with school language policy?

(a) Very good

(b) Good

(c) Average

(d) Below average

What majorly occasion the above?.....

Explain.....

.....

.....

9. What does Islam, your major religion, teach about language?

And for that matter English?.....

.....

.....

10. As a professional what is your standpoint on the same?.....

Explain.....

.....

.....

.....

Appendix A3: Form three students' Questionnaire

Respondents Form three students

Minders: Researcher and research assistants.

INSTRUCTIONS

Please answer the following questions correctly to help gather information on language performance in your school. Your answers will be treated with confidentiality.

1. Which is your favorite language?Why

Explain.....

.....

.....

2. Do you fully participate and benefit from classroom lessons?.....Yes/

No.....Explain.....

.....

.....

.....

3. Which is your favorite out of class language activity/activities?

.....

Explain.....

.....

.....

4. Which club/clubs do you belong?.....

Why?

Explain.....

-
-
5. What do you think your English teacher should do to improve grades in English?

.....

Explain.....

6. Do you see any similarity between English and your vernacular?

Yes/No

Explain.....

-
-
7. If you were to teach your first language to somebody how would you do it?

.....

Explain.....

-
-
8. The following is a list of out- of- class language learning activities; indicate how often you engage in them.

There are six options namely;

- (a) Every day (b) Twice a week (C) Once a week
- (d) Twice a month (e) rarely (f) Never

Then for each choice and explain why in the spaces provided after each.

Appendix A4: Reading Activities

Newspapers

.....

.....

.....

Novels

.....

.....

.....

Magazines

.....

.....

.....

Reference books

.....

.....

.....

Poetry

.....

.....

.....

Grammar texts

.....

.....

Computer texts/slides

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

Appendix A5: Listening Activities

Radio

.....

.....

.....

Tapes/CDS

.....

.....

.....

.....

Talks

.....

.....

.....

Lectures

.....

.....

.....

Speeches

.....

.....

.....

Appendix A6: Audio-Visual Activities

TV English language programs

.....

.....

.....

Videos/DVD

.....

.....

.....

Theatre/plays

.....

.....

.....

Cinema

.....

.....

.....

Computer slides

.....

.....

.....

Appendix A7: Research Questionnaire - Any interested person (s)

Respondents: Any interested person (s)

Instructions

Kindly please fill this questionnaire correctly to help gather information on the language trends in our education system. The information given will be treated with confidentiality.

A.Biodata

(i) Gender: male { } female { }

(ii) Age: 13-15{ } 16-18{ } 18-20 { } 21-30 { } 31-40 { }

Above 40 { }

(iii) Native language.....

(iv) Where were you brought up? Rural { } urban { }

B. How many languages do you speak?.....Name them:

.....

C. How did you acquire each of them? Name the language.

Schooling { }.....

Association { }.....

Need { }.....

Descent { }.....

Any other.....

D. English is one of our official languages. Which grade did you attain in it in your end year exam/KCSE?.....was this satisfactory to you?

Why?

What do you think can be done to perfect grades in language?

Explain.....

.....

.....

.....

E. Imagine yourself in foreign country with people speaking a foreign tongue. What do you think you would do to learn the language?

Explain.....

.....

.....

###

Thanks for your contribution and may God bless you abundantly.

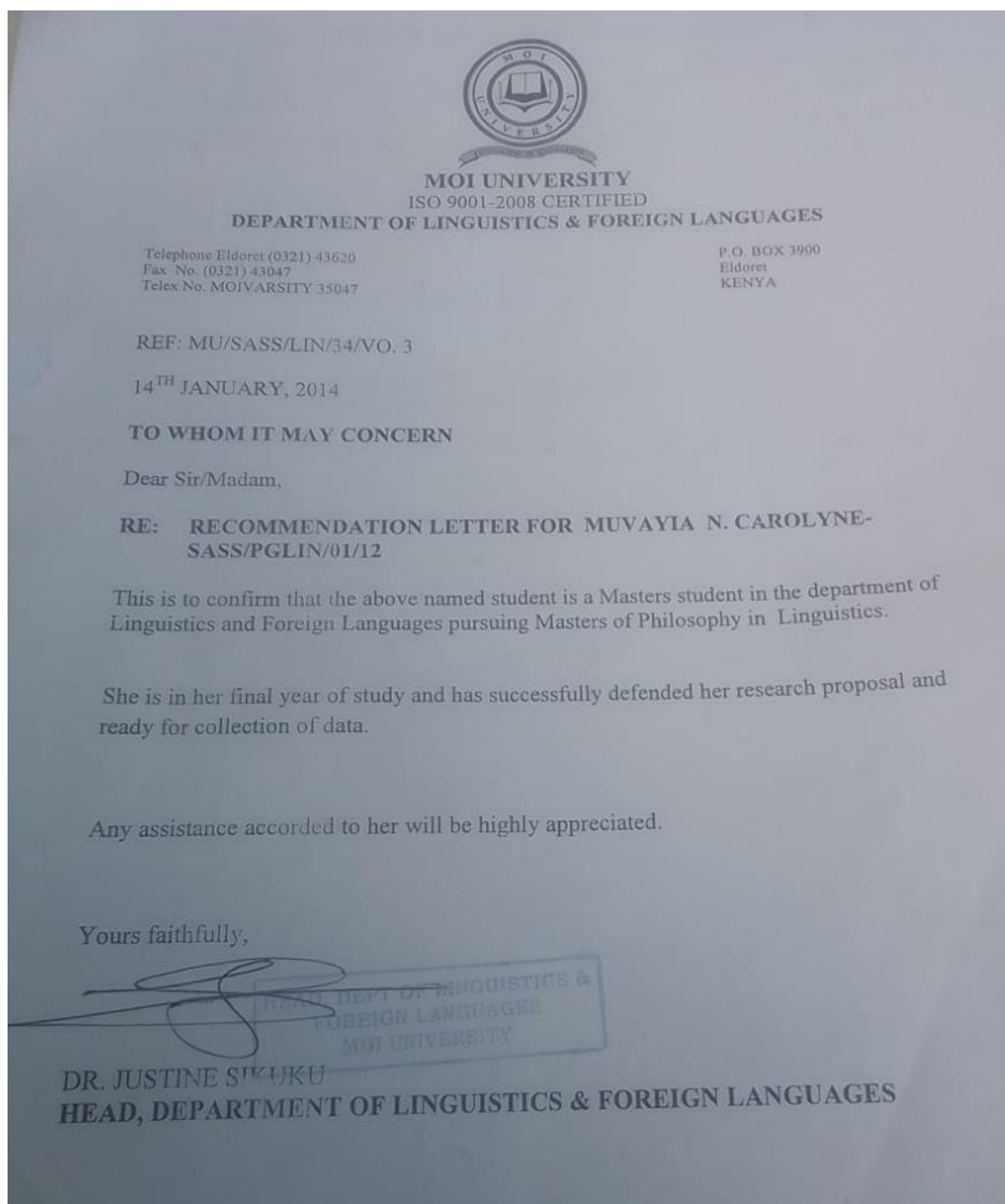
Appendix B: Work Plan

DURATION/TIME	ACTIVITY/TASK	COMMENT(S)
July –November 2013	Proposal writing/rewriting/defense	Done and defended well and in good time.
December 2013- January 2014	Proposal presentation/confirmation	Done in good time
February 2014	Field Research	Done well
March –August 2014	Analysis of raw data Course work was still on	Done in goodtime
September to November 2014	Further research in other North Eastern schools other than the research site/sample	Done well and in good time
2015	Thesis writing	Done but interrupted/ ‘massacred’ by the Garissa university attack of 2 nd April 2015- I even considered an overall change of course of study; hence topic – to religious anthropology/ Anthropological linguistics.
2023	Thesis submission	Carried forward due financial fixes predisposed by interdictions for fleeing work place in Garissa and salary overpayments- yielding fee balances and other financial redundancies.
2023	Thesis defense and graduation	Postponed / carried forward indefinitely due to health challenges/surgery and financial fixes.
2023	Submission of thesis	Carried forward due to Covid-19 outbreak and what followed that affected all and sundry institutions notwithstanding.
2024	Submission of thesis Thesis defense Graduation	Early May 2024

Appendix C: Budget

Stationeries-- (texts/ laptops/printers/ printing papers and photocopy materials etc.)	KSH 150,000/=	Most demanding yet most important
Transport/ fare to and fro Wajir	KSH 50,000/=	This was on the lower side
Accommodation and meals	KSH 50,000/=	On lower side
Motivation fee	KSH 50,000/=	This was on the lower side
Total approximate cost	KSH 300,000/=	Well budgeted

Appendix D: Research Authorisation Letters



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY.

Telegrams: 046-21029
 Telephone: Wajir 21029
 Fax: 046-21029

When replying please Quote



District Education Office,

Wajir East

P.O BOX 31,

WAJIR

11/2/2014

EDW/GEN/ER/VOL11 (60)

TO:

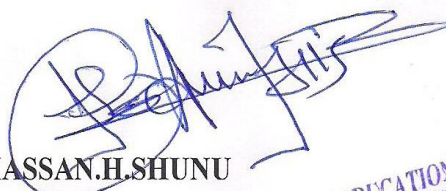
THE PRINCIPAL

WAJIR GIRLS SECONDARY SCHOOL

RE: PERMISSION FOR CAROLYNE. N. MUVAYIA. REG NO
SASS/PGL.IN/01/12 MOI UNIVERSITY

This office permits the above researcher from the Moi University to conduct her research in Wajir girls Secondary.

Please kindly assist, and give good co-operation.

PP 
 HASSAN.H.SHUNU
 DISTRICT EDUCATION OFFICER,
WAJIR EAST

Appendix E: Data Samples

Appendix E1: High proficiency level

"THE MOST MEMORABLE DAY IN MY LIFE"

15
22

It was one fine Saturday morning, I wake up early in the morning when the birds were flying from one tree to tree singing their melodious song. I walked majestically to the bath room, I took shower, took my delicious breakfast and went to my room to wear my uniform which were shining like a star. As usual I was going for my Saturday classes. I waved to my mother and went. Remembering the proverb which says "A beautiful day is known in the morning".

As I was on my way to the school, I saw a gigantic man whose hair was as red as blood, his face was very ugly, indeed the ghliest man I have ever seen in my life. His stomach was very big like a pregnant woman, I was so afraid that I started trembling and tears were falling down from my eyes. I tried to run away as my two legs could carry me but my effort bore no fruit. He grabbed me and pushed me into his car. I started screaming but what was the use of screaming? He slapped me until I missed my legs.

I tried very hard to find out what he wanted but all I got was insult and he told me if I don't shut my big mouth he will take me to a land for no return. Hearing those words I just cried my life. I asked myself a lot of questions, Why are people in this world so cruel, inhuman? but I never got any answers. Then after hours traveling we reached a very desert place even animals were not there. He took me out of the car, what I saw made my heart skip ^{out} of the socket. I saw a tall building, I wondered what was inside there. He took me there and I saw a lot of children there, students like me and at that moment I realized that they were kidnapers with no mercy.

He threw me to the floor but I never gave up. Seeing students like me I started hoping for the best and preparing for the worst. When it reached at night we planned to escape because those kidnapers were sleeping. I have not a mobile phone and I will

the police. thank God the police arrived in time and we were
all rescued from the jaws of death and the kidnappers were arrested.
We went home safe and sound. And I told my parents what
happened because they were looking for me everywhere. This was
today I will never forget until the rest of my life and it will always
remain memorable in my life until diamond become priceless.

14
20

COMPOSITION

The most memorable day in my life.

It was on a Monday morning, we woked up early, took a shower and after the shower we headed to the kitchen to have our breakfast. That day we were heading back to Nakuru from Mandera. We had stayed with our grandmother for the past three weeks and now it was back to school time.

My father arrived at the gate at 5:00am in the morning with a taxi and we said bye to everyone at home and went to the bus station. By the time we arrived there, there were already many people at the bus station, some were the travellers and others were family members who escorted the travellers there.

At about 5:30 the bus was already leaving the station heading to ~~Nairobi~~ ^{Wajir}. We travelled for almost seven hours before we stop to have lunch and pray at a place in elwak. After prayer we started our journey again.

After travelling for about 5 hrs, we heard a loud sound coming from the back of the ~~car~~ bus. Oh! my God, it was the tyre of the bus that have bursted. The bus started to loss control and our courageous driver did all he could do to bring the bus to a stop and ~~fortunately~~ we were save and the bus stopped. The bus stop at a place near tarbach a place near Wajir, ~~was~~ We were so horrified but thanked God for our dear life.

As the tyre had bursted, the bus could not move again and we had to wait for a bus that was sent from Wajir at that time to come and take us to Wajir before nightfall.

The bus took time to come and it was already sunset. We went to the near by houses to request for a place to stay and have food at. We were lucky to find a woman who had a small hotel at her home. We prayed and ~~ordered~~ ^{ordered} for supper.

The bus came at around 8:00pm and we arrived Wajir very late and tired. We stayed at a lodge for the night and the next day we left for Nairobi early in the morning. That day we arrived at Nairobi at 6:00pm. We spent few days at Nairobi and finally went home to Nakuru. The journey from Mandera to Wajir was a trauma to me coz for the first time I ~~experienced~~ experienced such a tragedy and I will live to remember that day as if it had just happened at the moment, the memories ^{left} will always be fresh in my mind till I die.

Name

AD.M

3B

school: Wajir Girls Secondary school

THE MOST MEMORABLE DAY IN MY LIFE: (14/20)

It was three years back when I was in class 8. One day I entered the headmaster's office, I found a strange looking person. My eyes were attracted to a knife! I stared in horror at him as if expecting to get some answer to the dramatic scene that lay at his feet. I took a few steps back and before I reached the door, he quickly stretched out his hideous hand and literally pulled me back inside. Shocked at his sudden gesture, I blurted out, "What do you think you are doing?"

I cursed myself a million times for having come into the office for he grabbed me and shouted "Come in, quick!" I struggled to loosen my self from his grip but it was tightened, even harder than before. "You are not going to tell anyone what you have seen," he threatened, "because you won't live to tell your story." His nasal voice rang in my mind as his last sentence formed a lump of fear in my throat.

"Who - a - r - e - y - o - u?" I asked, the words hardly able to escape from my throat, but the tragedy at hand was just a tip of the iceberg under the headmaster's table lay the headmaster's body drenched in a red pool of blood.

"Ah! So you've found him or at least what's left of him!" he said, a touch of sarcasm dominating the tone of his voice. He felt an urge to run but a certain part of my body held me back. The remaining pieces of the headmaster's body floated in the pool of blood making it a grotesque scene. I stood searching for a means of escape. Alas! I saw the knife on the floor and the thought of giving the stranger a taste of his own medicine was irresistible. After all, they do that "Tit for tat is a fair game."

Appendix E2: Mid proficiency level

Class: 3 A

$$\frac{10}{20}$$

THE MOST MEMORABLE DAY IN MY LIFE

It was Monday Morning the dew of the grass were shining like a broken piece of mirror exposed to direct sunlight. I jumped out of my bed took a towel dashed into the bathroom and took a warm shower. I wore my best clothes in my bag which were shining like the stars in the sky. I then applied my perfume and went down down stairs to join my family taking breakfast. I took the breakfast which was delicious and as sweet as honey which was prepared by none other than the one and only soft hearted housemaid in our house.

Suddenly dad called his driver and in a fraction of a second the driver came home to drive us to the Grand Regency Hotel where my unty's wedding was held. We boarded the car and went to the hall. The hall was full of flowers and decorations. Helter skelter I ran inside because I wanted to be the first person to see the bride.

In a twink of an eye I saw unty Zahra who was dressed in a white and long dress even though I could not see her face I knew it was her. She walked slowly accompanied by her father and mother. The bridegroom was anxiously waiting for his bride to come and when she came the bride's parents handed over their daughter to the man she will spend the rest of her life with. The hall was as silent as a graveyard and you could not hear the drop of a pin.

NAME: HAFSAH MOHAMMED
 CLASS: 8A
 DATE: 28/12/2021

All kinds of Food and drinks, like Rice, Cakes, Juice, Spaghetti, and chapatis were there which were as sweet as honey. Every body in the hall was very excited and jubilant. My Mother was as happy as a queen in her Palace. Because among her sisters, Unity Zahra was the apple of her eyes. She loved her more than anything in this world.

After taking Food the People started dancing and enjoying themselves. All sorts of Musics were sang and danced.

When it was Midnight everybody was tired and my father called his driver again and we went back home. That day will remain sticked in my mind like a crucifix in an archbishop's neck.

7) Avoid to many circles, went to progress which turn at Colloquial

THE MOST MEMORABLE DAY IN MY LIFE.

(11/20)

Unit 1

It was Sunday morning and all was well, the day before that I went to town and do some shopping for I was to go back to school by Monday. By then everything was ready and I was as happy as a sand boy. When it was about 11am I felt some headache all over a sudden, our first born girl who was very caring, loving and concern bought me some painkillers but she ^{was} very confused about me.

Especially when she saw me vomiting a lot and splint saliva but she told my mother that I was pregnant, my mother was very confused that she could hardly communicate. The next day instead of going to school I was admitted to hospital where the doctor did some investigation and told them that I was only suffering ~~from~~ malaria and it was too high but my sister insisted that the doctor was wrong.

~~After Some Time~~

After some time my sister got very angry and even telephoned my brothers informing what was happening. On the other hand I was very ~~innocent~~ innocent and very eager ~~to~~ to hear ~~if~~ I would be tested. Then the doctor convinced her and told her, ~~for~~ ~~the~~ ~~me~~ she would be waiting for the results after some minutes.

The doctor took my urine and tested it, the result was out and obvious I was negative. My sister took me home telephoned my brothers once more and also told my mother that she was very sorry about what had happened. She gave me some pieces of advice and told me that she said so because she loves me very much. And told me to forgive her. I forgave her and at long last we were all happy. That is the day I will never forget in my life.

THE MOST MEMORABLE DAY IN MY LIFE

2019
09
20

It was a Sunday morning I woke up early in the morning I ran to the bathroom and took a warm shower which made my sleepy visage look active. I ran to the bedroom and put my shiny dress and shiny shoes I comb my hair with an Auburn style which made me look like a little angel. Therefore I went to the dining room to take my ^{new} breakfast. Within a twinkling of an eye I run to my Mum's bedroom to ask her whether the breakfast is ready or not. I ask her if the breakfast is ready but she had ^{just} never replied because she was busy watching television. As I am still communicating to her I heard something. I went to the window I grasp my neck due the sun was shining like a broken piece of mirror exposed direct to the sunlight. Within a limited time I heard my father's the voice of my father. I run as fast as my thin leg could carry me. I found my father's car outside. I call him daddy daddy. As I am still calling him I found him laughing. I went to him and ^{together} we have enjoyed together. As he was telling me a story he told me that tomorrow we will go to Nairobi. I felt happy like a ^{chuckle} barren woman who has given birth to a baby boy because it was my first day to Nairobi. Within a time of a second I run to the bedroom to pack my clothes I made myself to be ready. What a memorable day.

Appendix E3: Low proficiency level

THE MOST MEMORABLE DAY IN MY LIFE

25
20

It was Monday morning the weather was very cold and was
 the sunrise from the east and the birds ^{were} singing. I ^{felt} woke up
 and find My self sleeping in forest where there is no person
 even one single person except the birds and wild animals.
 The birds are singing near to me and the wild animals gather
 at me. I sit and I look wherever I was and I think for a long
 time & starting cry after some minute I stand and starting
 walked to look for a people. When I still searching people
 couldn't get anyone except animals who grazing and the
 worst thing that I was fear is the wild animals such
 as Hyenas lions and others. I couldn't find any wild animal
 was heard only and I was feared when the people talk about
 them and the reality is at long last I saw in my needed
 eyes.

At noon time when I could not get even
 something to eat I saw herd man who is looking after
 cattle in a far place and I walked and even I was not able
 to walk I sit under the tree and screamed. the man heard
 my voice and came to me he asked me, young
 girl what are you doing here at this time "I replied
 my brother I could not know whenever I was I find myself
 in this place. Help me now. He told me I help you
 do you know your home "I replied no but I know our
 village I told him and back me to my to my village
 My parent were surprised I saw me coming back
 That is my man this is my man

"The most memorable day in my life"

26
27

It was Friday morning, that I was going to the market, I saw a tall man standing in front of me. even before I said hello he caught the sleeve of my dress and slap me. I wonder not knowing what to do. I ran home & tell my father about the man. he told me I know how to deal with him. I know he will come home. & I was happy to hear that I was happy because I was very disappointed by the man.

In the next morning the man knocked the door of the main gate & I was the first one to open. My father was in the house he asked me where is your father in the house. I said,

He knocked the door and my father allow him to enter.

He enter the house and my father ~~sto~~ stared him which sent him to land on the brown floor, he was one of my ^{Contestant} father's friend.

My father's ~~the~~ eyes was red as beads and his face was all sweaty he breath heavily. the man was still there on the floor. My father my mother come in front of my father and try to protect him but her effort bore no fruit. She & he given a hot slap that sent her to be back.

After some minute ~~the~~ my mother asked do you know this girl? referring to me, he said I saw her yesterday. Is she your daughter? he asked. "yes" my mother replied. My father went out of the room go do job. the man realised that the girl who he beat was the his friend's girl. He also went away. that was my memorable day that my father beat the man who beats me."

Walia Girls Secondary School.
AMAMORABLE DAY.

03
20

It was on Friday Morning. When was very much too practices on Sports but when I was coming there was the people playing. I am always amazed I hear people saying Sport creates Goodwill between National school were the Composition with the all school and if the common peoples of the world could meet one another at Football or cricket, they would have no inclination to meet on the battlefield.

Even if don't know from concrete examples that international sporting contests lead to orgies of hatred, one could deduce it from general all over the principle nearly all the sport practised nowadays are competitive. You play to win, and the game has little meaning unless you do your UL-most to win.

In the village where you pick sides and no feeling of local patriotism is involved, it is possible to play simple for the fun and exercise. But as soon as the ~~contest~~ possible and is soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused.

Anyone who has played even in school games and sport must know this. At the international level sport is frankly mimic warfare. But the significant thing is not be the behaviour of the players, but the attitude of the spectators, and the behind the spectators, of the work themselves into furies over these abused contests, and seriously believe - at any rate for short periods - that running, jumping, and kicking a ball are tests of national virtues and make perfect.

Eric Galt.

Appendix F: Limit - Attitude

Asha Shukla 3137, SB
 Attitude to English
IF I WERE TO CHOOSE A LANGUAGE FOR STUDY
 If I were to choose a language for studying I would have chosen Kiborana and Arabic, cause Arabic would concern our religion whereby we pray by use of Arabic language since the Quran is in arabic (form) language. And again arabic is the best language in the world and I love arabic language. The second reason is, our prophet muhammad (S.A.W) was an arab and he used to teach the Quran in arabic language.
 The second language is Kiborana cause I am proud of it and I would stand as Kiborana lady. It makes me understand more when I use Kiborana language for studying than any other language, since I am from borana community.

THE BORANA GIRL
I WERE TO CHOOSE A LANGUAGE FOR STUDY.

If I were to choose a language for study in life I would have chosen Arabic and Borana language. First I choose Arabic language because our religion, Islam, originated from the Saudi Arabia, and even our Prophet Muhammad (S.A.W) was an Arab. The other reason is because I love the language more than any other language in this world because no prayer is accepted without reciting the holy Quran, and the holy Quran was revealed in Arabic language. To make my prayer to be allowed I must recite the holy Quran and to know the Quran I must understand Arabic language, that is why I love this language.

If Arabic language were not ^{available}, I would have chosen to study the Borana language because it makes me to understand more about my culture. It would make me so proud to be a "Borana" girl. If I study my own Vernacular it would have been easy for me to educate my Society and in general all the Borana Community. By that would have been easy for me to communicate with the elders in our village for them to teach me more about oral literature in Borana language.

"The Borana Girl"

Nagat !! (Bye)

Write an ^{IMAGINATIVE} ^{COMPOSITION} entitled: IF I WERE TO CHOOSE A LANGUAGE FOR STUDY. + Altho
to English.

If I were to choose a language for study, I could have chosen English. I have so many reasons as to why I have chosen it. First of all it is the national language in Kenya. It is known by everybody who went to school or who know how to read & write.

Secondly, everybody understands it and it unites people from different races. For example when in a meeting people use English and all of them understand each other. In schools, teachers used it so that everybody understands it.

Thirdly, if you are someone who understands English, you will be respected in the whole world and people will respect of how you are and you will be someone who is respected and have dignity in his/her life.

Lastly, Our 1st President Jomo Kenyatta got independence for our country and when we got independence. Our President made English & Kiswahili official language and that is why I like and love English so much that I would love to talk anytime and anyplace. I really enjoy and would like to know more.

Appendix G: Wajir Girls Secondary School KCSE Result Analysis for the years 2013 - 2019

WAJIR GIRLS SECONDARY SCHOOL

KCSE RESULT ANALYSIS FOR 2019

SCHOOL MEAN SCORE. 3.772 MEAN GRADE D+

Subjects	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	M.S	M.G
ENGLISH	163	0	0	0	0	4	11	24	21	38	45	19	0	1	0	4.23	D+
KISWAHILI	163	0	0	0	0	0	1	6	5	13	51	81	5	1	0	2.72	D-
MATHEMATICS	163	0	0	0	1	1	1	1	1	5	12	42	98	1	0	1.6859	D-
BIOLOGY	162	0	0	0	0	1	2	2	5	6	62	79	3	1	0	2.68953	D
CHEMISTRY	159	0	0	0	0	0	5	6	7	8	54	77	1	1	0	3.7738	D
PHYSICS	16	0	0	0	0	0	0	0	0	0	7	6	3	1	0	2.6	D
HISTORY	146	9	8	11	23	17	14	16	15	7	21	3	1	1	0	7.000	C+
B/STUDIES	108	0	0	2	4	11	4	5	16	10	40	15	0	1	0	4.4803	D+
AGRICULTURE	22	0	0	0	0	0	0	0	1	0	7	14	0	0	0	2.5	D-
ARABIC	15	0	0	2	2	5	4	2	5	0	0	0	0	0	0	6.904	C+
IRE	152	0	1	1	16	23	21	18	15	12	32	12	0	1	0	5.523	C+
CRE	3	0	0	0	0	0	0	0	1	0	2	0	0	0	0	5.66	C
COMPUTER	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4.00	D+
GEOGRAPHY	3	0	0	0	0	0	0	0	1	0	2	0	0	0	0	3.666	D+

KCSE RESULT ANALYSIS FOR 2017
SCHOOL MEAN SCORE. 3.40 MEAN GRADE D

[illegible]

KCSE RESULT ANALYSIS FOR 2016
SCHOOL MEAN: 3.91 D+

Subjects	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	M.S	M.G
ENGLISH	101	0	0	0	0	0	2	3	10	5	61	19	1	0	0	3.2079	D
KISWAHILI	101	0	0	0	0	0	4	1	5	9	42	36	4	0	0	3.0	D
MATHEMATICS	101	0	0	0	0	2	2	1	1	0	5	14	76	0	0	1.584	D-
BIOLOGY	101	0	0	1	7	8	11	10	10	8	23	17	6	0	0	4.58	C-
CHEMISTRY	101	0	0	0	0	3	1	5	5	4	32	29	22	0	0	2.752	D
PHYSICS	32	0	0	0	0	0	0	1	1	1	10	13	10	0	0	2.25	D-
HISTORY	99	2	4	7	9	10	7	10	6	4	20	19	2	0	0	5.404	C-
B/STUDIES	40	0	0	0	0	2	1	3	0	2	18	10	4	0	0	3.175	D
AGRICULTURE	15	0	0	1	0	0	0	0	1	0	4	6	3	0	0	2.8	D
ARABIC	12	0	0	0	2	2	1	0	3	0	3	1	0	0	0	6.0	C-
IRE	101	2	7	7	7	13	11	14	6	6	19	7	0	0	0	6.099	C-

KCSE RESULT ANALYSIS FOR 2015
SCHOOL MEAN: 5.21 C-

Subjects	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	M.S	M.G
ENGLISH	113	0	0	0	6	13	16	14	22	13	19	7	1	0	0	5.37	C-
KISWAHILI	113	0	0	0	4	4	9	10	18	15	42	9	0	0	0	4.34	D+
MATHEMATICS	113	0	0	0	0	7	5	2	10	5	22	41	21	0	0	3.057	D
BIOLOGY	113	1	0	7	9	11	19	16	13	9	20	6	2	0	0	5.816	C
CHEMISTRY	113	0	0	0	1	3	12	13	18	11	37	15	3	0	0	4.202	D+
PHYSICS	19	0	0	0	0	0	1	10	3	2	3	0	0	0	0	5.21	C-
HISTORY	111	0	0	7	10	10	26	26	11	6	9	3	1	0	0	4.202	D+
IRE	110	1	2	12	18	24	16	12	3	3	11	7	1	0	0	6.33	C
B/STUDIES	40	0	0	1	0	2	10	15	7	3	2	0	0	0	0	5.975	C
AGRICULTURE	18	0	0	0	0	5	3	3	3	0	3	1	0	0	0	5.833	C
ARABIC	18			1	0	4	4	2	5	0	2	0	0	0	0	6.23	C
GEOGRAPHY	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	3.0	D

KCSE RESULT ANALYSIS FOR 2014
SCHOOL MEAN: 4.22 D+

Subjects	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	M.S	M.G
ENGLISH	109	0	0	0	0	6	4	8	7	11	40	21	6	0	0	3.57	D+
KISWAHILI	109	0	0	3	3	2	11	8	7	14	29	20	10	0	0	4.10	D+
MATHEMATICS	109	1	0	1	2	0	2	1	5	3	3	6	84	0	0	1.83	D-
BIOLOGY	109	1	1	5	4	6	12	8	11	13	26	8	13	0	0	4.568	C-
PHY	7	0	0	0	0	0	0	0	1	4	0	2	0	0	0	3.13	D+
HISTORY	109	0	1	4	11	10	14	13	9	6	19	15	6	0	0	5.05	C-
IRE	108	1	6	13	15	10	6	9	10	8	13	14	3	0	0	6.22	C
CHEMISTRY	109	1	0	3	2	2	5	7	8	7	34	23	16	0	0	3.6	D+
B/STUDIES		0	3	1	1	1	1	4	0	6	3	7	5	0	0	4.39	D+
AGRICULTURE	15	0		0	1	2	1	0	2	1	4	1	3	0	0	4.33	D+
ARABIC	17	1	1	2	3	3	2	2	0	2	1	0	0	0	0	7.71	B-
GEOGRAPHY	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	2.25	D-
H/SCIENCE	27	0	0	0	0	0	0	0	0	3	12	8	4	0	0	2.52	D
COMPUTER	5	0	0	0	0	0	0	0	0	0	4	1	0	0	0	2.8	D

KCSE RESULT ANALYSIS FOR 2013
SCHOOL MEAN: 3.37 D+

Subjects	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	M.S	M.G
ENGLISH	139	0	0	0	2	2	5	6	7	7	45	57	8	0	0	3.057	D
KISWAHILI	139	1	0	0	1	1	4	4	10	10	57	44	9	0	0	3.08	D
MATHEMATICS	139	0	1	1	1	2	3	0	1	2	4	10	114	0	0	1.62	D-
BIOLOGY	139	1	1	1	2	4	9	5	11	11	33	23	32	0	0	3.289	D
PHY	21	0	0	0	2	1	2	3	0	0	5	3	5	0	0	4.00	D+
HISTORY	139	0	1	1	5	6	15	13	12	14	42	19	11	0	0	4.22	D+
IRE	137	1	5	15	20	9	6	15	16	9	36	8	2	0	0	6.15	C
CHEMISTRY	139	1	1	2	0	0	2	6	7	3	29	29	58	0	0	2.55	D
B/STUDIES	29	0	0	1	0	3	5	7	4	3	5	1	0	0	0	5.51	C
AGRICULTURE	35	0	0	0	0	1	0	0	4	5	12	7	6	0	0	2.97	D
ARABIC	21	0	0	0	1	1	3	3	1	1	11	0	0	0	0	4.66	C-
COMPUTER	3	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3.00	D
H/SCIENCE	25	0	0	0	0	0	0	0	1	0	11	7	6	0	0	2.32	D-
GEOGRAPHY	8	0	0	0	0	0	0	0	0	0	0	3	5	0	0	1.37	E

Appendix H: Plagiarism Awareness Certificate



SR549

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

MUVANYA N. CAROLYNE

SASS/ PGLIN/01/12

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled **THE ROLE OF OUT-OF-CLASS EXPOSURE IN SECOND LANGUAGE ACQUISITION - A CROSS-SECTIONAL RESEARCH STUDY OF WAJIR GIRLS HIGH SCHOOL NORTH EASTERN REGION-KENYA** with similarity index of 10% and striving to maintain academic integrity.

Word count: 24511

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 11/06/2024