

Motivating Learners in the Teaching and Learning of the English Language Curriculum in Schools in Kenya: The Teacher's Role

Anne Syomwene

Abstract

In Kenya, English is the medium of instruction in all subjects (except other languages like Kiswahili and French) from upper primary school and beyond. It is also the official language. However, despite the importance attached to English in Kenya, cries have been heard over the falling standards in English in both primary schools and secondary schools. Motivation is one of the most important factors influencing learning success and especially language learning. This paper is a report on a study that investigated the strategies that teachers used in motivating learners in the teaching of oral communication skills in English. The study was undertaken in Nandi North district, Kenya in the year 2010. The study adopted Vygotsky's theory of social development and interaction. It utilized a qualitative research approach with a heuristic methodology. An exploratory research design was used. The research population consisted of primary school teachers teaching English in upper primary classes and standard six pupils. Data was collected using structured and focused group interviews and observations. This paper is a discussion of the findings, conclusions and recommendations of this study.

Key words: English language, Communication, Motivation, Language learning

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