



Teaching of English Language Expressive Skills and Communicative Competence. A comparative Study of Secondary Schools in Nairobi City County, Kenya.

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Abstract

Language is important for communication to take place. In order for different countries in the world to communicate, there is a need for a common language. One of the internationally accepted languages of communication is English. Thus, the government of Kenya has come up with policies that ensure that at the end of secondary school, students are able to communicate competitively using the English language. However, there has been a worrying concern from both employers and educationists that the employees and graduates, respectively, have poor English language skills. The aim of this study was to establish the existing gaps between stated government policies on the teaching of English in secondary schools in Kenya on one hand and on the other the actual school practices during the implementation of these policies. This study was based on structural functionalism theory by Durkheim. It adopted descriptive research design which was carried out in public secondary schools in Nairobi County. The study had a target population of 480 from 60 Schools which included: the heads of English department and teachers of English. The study employed purposive sampling where the schools' Heads of English Department (HODs) and teachers of English were purposively sampled into 62 respondents composed of 8 HODs and 56 teachers. Questionnaires and observation checklists were used to collect data. To assess the validity of instruments, the results of the pilot study conducted were analyzed and used to modify and remove ambiguous items on the instruments used in the study. Its reliability was established using the test-retest method. Data was analyzed both qualitatively and quantitatively. The qualitative data was grouped into different categories depending on the responses given by the respondents. Those

categories helped in establishing themes. Through the use of the statistical package for social sciences (SPSS) program, quantitative data was analyzed using descriptive statistics percentages, frequencies, and tables where appropriate. The Key finding in this study was that all the government policies on teaching of English were not being fully implemented as required. The study recommended: that teachers of English access regular professional development programs to enhance their teaching and acquire skills to enable them overcome some of the challenges they were facing during teaching; The Kenya National Examination council (KNEC) to come up with an oral exam and a listening exam to help students achieve communication competence in English.

Key words: Communicate, language ,Communication competence, Teaching, Integrated approach, Integration, Policy

Introduction

Communication competence is the knowledge a person has on the rules of grammar, syntax and nonverbal cues and when to apply them in various social contexts using language (Indeed editorial,2023). Human beings like all living creatures have a need to communicate. The ability to communicate or the general right of communication makes it possible to exchange opinions, thoughts, and meanings. In the 21th century, Communicative competence has become an essential skill and English has become a central language for global communication. Therefore, students need to use English fluently to fit with international communication.

Language is defined as the method of human communication that uses speaking and writing or the system of communication in speaking and writing that is used by the people of a particular country(Cambridge dictionary,2023)

English is the dominant or official language in a number of countries, including many former British Empire territories. The rise of the British Empire offers many clues as to why the English language is so popular (Niyozova Aziza Ilyosovna, 2020). There is a need to communicate among nations of the world, more so, now that the world has become a global village. The world is viewed as a community in which distance and isolation have been dramatically reduced by electronic media such as the internet (Othuon & Tella, 2011). There is a need to trade, socialize, travel and generally communicate as it is in local communities. It is in the light of this that English as a language has been identified as one that can facilitate communication at an international level and has been ranked as the third most spoken language globally (Crystal 2012).

The desire to communicate has led to more than 1.8 billion people in the world to communicate using the English Language (Crystal 2012). It is the official language of 53 countries and spoken by around 400 million people across the globe (Niyozova Aziza Ilyosovna, 2020). To facilitate communication among different countries during international meetings like the African Union (AU) or United Nations (UN) the English language is one of the languages favored for official communication in diplomacy. Due to this need, different governments in different countries have come up with language policies on English. In some countries, for purposes of formal communication English is the preferred medium, these countries include USA, UK and Nigeria.

Other countries have their official communication using English alongside other languages. These countries include Canada, Ireland, New Zealand, and South Africa. Due to the need for national unity some countries prefer using English as their national language these countries include, Australia and India. In the education sector for purpose of communication, several countries prefer English as a Medium of Instruction and these countries include countries such as Ghana, Nigeria and Zimbabwe.

In more than 100 countries, due to the need to unify the world via communication, the inhabitants, study English as the main foreign language (Crystal, 2012; Ostler, 2006). The need to communicate has seen roughly 1.5 billion people speak English in the world. This figure is growing due to the need of unifying the world and English has become one of the most widely taught languages in the world. An estimated 1 billion people worldwide speak English. On top of this, 67 countries have English as their official language and there are 27 countries that have English as their secondary official language. With more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language , there are English speakers in most countries around the world(Niyozova Aziza Ilyosovna, 2020).

Most governments, especially in countries that have recently gained independence and those who gained theirs earlier need to communicate with each other and among themselves. English language has been favored as a vehicle to facilitate communication in these countries, and thus the learning curriculum has introduced English as a core subject. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries .As such, it is a useful and even necessary language to know. Learning English is important and people all over the world decide to study it as a second language. Many counties include English as a second language in their school syllabus and children start learning English at a young age. English is the language of science, of aviation, computers, diplomacy and tourism. Knowing English increases your chances of getting a good job in a multinational company (Niyozova Ilyosovna, 2020).

In countries like Malaysia and Srilanka, native languages are often identified with their new found independence, however, in order to be able to compete and enter profitable contracts with different countries, these countries learn the English language (as it is the preferred language of business) from kindergarten sometimes even Mathematics and other subjects in high school are taught using English in Malaysia (Thirusanku Jantimary, 2014).

In Africa, due to the need of communicating with the rest of the world, many countries have started emphasizing on their citizens learning English. Specifically, in Rwanda, the president has been pushing for the abandonment of French in favor of the English Language. Samuelson and Friedman (2010) established that the evolution of Rwanda's language policies since 1996 has played and continues to play a critical role in the social reconstruction following the war and genocide. Rwanda's new English language policy aims at dropping French and installing English as the only language of instruction. The policymakers frame the change as a major factor in the success of social and education reforms aimed at promoting reconciliation, peace and increasing Rwanda's participation in global economic development (Samuelson & Friedman, 2010). After several years of radical language policy shifts (Samuelson and Freedman, 2010; World Bank, 2011), Rwanda

now has two official languages of instruction throughout the educational system: Kinyarwanda in the lower primary years, and English from upper primary through university (unicef 2017)

In Kenya, there are more than 42 ethnic languages (Samantha Balaton-Chrimes (2021)). These ethnic languages have been encouraged by the government for cultural development. They play the role of enhancing cultural aspects that need to be passed from one generation to another using them (Daily Nation Sept 12, 2014). However, Kenya as a nation needs to communicate using common languages. English has been favored as one of the preferred languages. In Kenya, parliamentary proceedings and constitutional bills are drafted and passed using the English Language (G.O.K, 2010). The Kenyan government has ensured that in order to promote unity among the Kenyan people and disseminate public information it uses English language (Michieka, 2008). English is favorable in Kenya because it is a fully developed language and has the most developed vocabulary thus it is the favored official language. Secondly, English is Kenya's official language (KIE, 2002). Kenya was colonized by the British who spoke English, later when they left, Kenyans continued to communicate with the world using English. For all the services ranging from technology and management to agricultural and environmental concerns have given an international outlook in such a way that proficiency in English is often the yardstick by which Kenyans are judged (KIE, 2002).

In the Kenyan Education system, all the learning processes depends crucially upon the mastery of the fundamental skills of English Language, which is vital not only for educational purpose but also for economic competitiveness (Barasa, 2005). This is because majority of the subjects are taught using the English language apart from language subjects like Kiswahili, French, German and Arabic .In Kenya, the English Language is the medium of instruction from primary to tertiary level. Moreover, in order to reap many academic, social and professional benefits one should master the English Language (KIE, 2002). Although the importance of English and its justification for use in schools has been clearly brought out, there are challenges when it comes to teaching it in secondary schools. Despite there being global campaigns for Education for all (EFA) the quality of teaching the English curriculum is still not as it should be.

In the 8-4-4 education system, the secondary school stage is a crucial stage (Report on National Committee on Educational objectives and policies, p.62). After the secondary Education in Kenya, the students either join institutions of higher learning or join the job market. In both areas, the medium of instruction and language of business is English respectively. Therefore, it is paramount that at the end of secondary school the student should have acquired communication competence in the English language (Kenya Institute of Education (KIE), (2002).

However, employers and educationists have raised concerns that the candidates at the end of secondary schools have poor English language skills. It is common to come across professionals, who cannot express themselves using the English language. Also, there have been concerns about students who complete secondary school having passed well in their written examination but being unable to express themselves in spoken English (Osondo, 2014).

These concerns have been expressed in various forums; at the policy level, in the examination

councils and at school management boards such as Parent Teacher Association (PTA). The government has set up policies on the teaching of the English Language in secondary schools. This was to ensure that students achieve communicative competence at the end of the course.

One of the national curriculum policy 'to improve the quality of education at all levels through competency based curricula, the government will ensure that an interdisciplinary and holistic learning is embedded in the curricular. (MOE 2015). The KICD stated that

English should be taught as integrated- the syllabus adopts an integrated approach to the teaching of English. Integration means merging two autonomous but related entities in order to strengthen and enrich both. On yet another scale, "Integration means that no language skill should be taught in isolation where listening; speaking, reading and writing should complement each other". English as a subject should be taught as integrated with literature (KIE 2012, p.3).

Secondly, in addressing the need to construct a balanced education curriculum aligned to delivering the aspiration of vision 2030, the government shall focus on core education outcomes, independent of subjects being taught and on developing a repertoire of skills and competences required by all learners and teachers. These include the teaching of communication skills the ability to communicate verbally and in writing, to talk, listen and act on directions (MOE 2012). The KICD stated that the government shall review the percentages time within the curriculum allocated to the development of the skills and assessment, A guideline shall be developed to operationalize this approach in planning and timetabling (MOE 2012). The KICD stated that "English should be taught using the syllabus recommended by KICD and covered within a period of one year per class". The time allocated for the teaching of this syllabus is 6 lessons a week for form 1 and 2 and 8 lessons a week from forms 3 and 4 (KIE 2012, p.5).

Despite the government putting in place policies to guide the teaching of English in 2002, the standards of English performance have continued to deteriorate. In the 2013 KCSE results, English was among the subjects poorly performed (Oduor, 2014) Moreover recently on national television there was an embarrassing situation where university students from one of the local universities were unable to express themselves in coherent English. For most undergraduates forming and delivering questions to the panelists in organized English proved to be a daunting task (Kihuria, 2015)

Thirdly in any given classroom setting students attitude will most likely affect the ability of the instructor to motivate the student. Some of the things that may interfere with the teaching and learning process include student's attitude towards the composition of the teaching staff, including their educational qualification, work experience, gender, preparation of the teacher of English to teach, and attendance of in service training. It is on this background that results in differences on how teachers implement the government policies on the teaching of English curriculum in secondary schools in Nairobi City County (Muyaka, 2012).

"English should be taught for communicative competence and not simply for passing examination". In fact becoming proficient in the language is a desirable lifelong goal (KIE 2012, p.5).

For the teaching of the English syllabus to be successful, it largely depends on several factors including the coverage of the English syllabus, the teaching of English as an integrated Subject and Teaching English for achievement of communicative competence. These will in turn depend on the implementation of the government policies given by the government for effective teaching of the English syllabus. The levels at which the stated government policies are implemented in the actual classroom practice differ from one school to another and from one individual teacher to another. Thus this study sought to carry out a comparative analysis of the different schools and how they implement the government policies on the teaching of English in secondary schools in Nairobi county. The study was carried out to show whether there existed gaps in the relationships between the stated government policies on one hand and the actual practice of implementation, on the other hand.

1.3. Statement of the problem

Despite the government making policies on teaching of English in secondary schools, the quality of English is still falling. There has been concern from university lecturers that the term papers written by first year undergraduates are full of grammatical mistakes and the students can hardly express themselves in fluent English (Osondo, 2014). Moreover, language analysts are looking at the peculiar ways Kenyans use English and they have established a variety of English called 'Black Kenyan English' (Gekonde, 2017). It is clear if English as a subject was to be taught as prescribed by the government we would not have citizens who have gone through secondary education have peculiar ways of using English rather we would all use the standard British English taught in our secondary schools. Thus there was need to examine the implementation of government policies on teaching of English in Secondary schools and establish if they were implemented as stipulated by the government.

The research objective was

To investigate how far the teaching of English language expressive skills is in conformity with government policy, which states that English should be taught for communicative competence.

The research question was

To what extent are the teaching and learning activities during English lessons geared towards communicative competence in accordance with the stated government policy?

Review of related literature on Language Communicative Competence and the teaching of English in secondary schools

Communication is essential in education. Whether it is teacher to student, student to student, teacher to teacher, teacher to parent, teacher to admin or admin to parent, or vice versa, communication is needed to make sure our students are successful. Communication is when information is passed from a sender to a recipient using a medium (Pramuja Baydillah 2021 World wide there have been research carried out on communicative competence and teaching of English in secondary schools. A study in Yemen on Communicative Competence in Teaching English at Secondary Schools. A Critical Investigation in Yaff'ae District of Yemen This study is conducted to check English language secondary school teachers' knowledge about communicative competence elements and to what extent they are able to teach communicative competence elements to secondary school students.

The findings of this study showed that teachers have to some extent good perceptions about communicative competence elements. However, strict contradictions were found between teachers' perceptions and their actual practice. Moreover, the study revealed that teachers face difficulties in teaching communicative competence with different levels of complexity among its elements. Teachers neglected teaching phonology which is a basic element of linguistic competence as well as they taught vocabulary and grammar using traditional approaches (Wagdi Bin Hady 2016).

In Africa a study on Enhancing Communicative Competence in English through Conscious Efforts and Good Reading Culture: A Study of some Universities in Northern Nigeria showed that there is a greater number of students who testify to the fact that they either seldom engage in reading and other speaking activities or they never engaged in such activities at all. This habit may downplay their communicative capabilities. It is recommended that teachers of language should encourage students under their care to imbibe a reading culture as it boosts learners' vocabularies, hence their proficiency in spoken language (Ismaila & Galadima 2020)

In Kenya there are students who are very good academically. They excel in their English written examinations but when it comes to them communicating orally in the English language they are stuck. This clearly shows that there is need to find out what happens in the classroom as the government policies are put in place to ensure that students not only perform well in written exams but also have communicative competence. In Kenyan schools majority of the students are having difficulty communicating orally in English, for example, an article in the local standard newspaper stated that 'Even those who perform well in the national examination still perform poorly in communication.'

The article goes on to say that poor communication among the secondary school students would have been as a result of the absence of vibrant academic debates that used to boost students confidence and command of spoken English in the 1970s and 1980s.

The problem of communication is not only among learners but also Teachers and professionals in other careers. An article in the Standard looks at how English words are misused in communication where a person who is 35 years old is talking about a sick person and says "The patient was seduced!" When what they meant was "The patient was sedated." Moreover, it is a shame many form four leavers cannot distinguish between 'advise' and 'advice' they end up mixing them up when writing one can write 'advice' to mean a verb and 'advise' to mean a noun when it should be vice versa. Clearly there is a gap between how English as a subject is taught in class and how the government using policies have stated it should be taught because if the government policies on teaching of English were to be implemented as expected communicative incompetence as observed above would not be experienced by those who have gone through secondary school education.

As seen in the works of some previous researches, like Mundui 2002, students fail to adequately acquire the four communication skills: speaking, listening, writing and reading, which negatively affect their proficiency and effectiveness in communication and academic performance in the various courses they do in schools (Okeke, 2020). Many people are familiar with the issue of students being structurally competent but communicatively incompetent. Teachers should change their

teaching approach from that of lecturer or teacher centered to a more student-centered approach where students are encouraged to talk more in class and discuss so that grammatical errors can be identified as they speak and they are corrected. Also, students are encouraged to write compositions regularly so that the grammatical errors they may have are corrected.

The discussion above address the issue in communication and gives a recommendation on what should be done to improve communication competence, however, there is a gap in that the discussion does not assess what is happening on the ground. The researcher in this study filled this gap by going and finding out the extent to which English is taught for communicative competence in accordance with the stated government policy which states that English should be taught for communicative competence. A study was carried out on the teaching of spoken English in Kenyan secondary schools by Mundui (2002). The purpose of the study was to describe the practice of teaching spoken English in secondary schools in Thika district in central part of Kenya. This study was based on the premise that the spoken language should be the basis of the language learning experience. The main objectives of the study were threefold.

Firstly, was an analysis of the teaching methods which revealed that majority of them were more teacher centered than learner centered. Secondly, was the observation that the learning activities were observed to contribute little in enhancing learner participation during classroom interactions. Thirdly, the assessment of strategies teachers used to gauge the development of speaking skills of their learners were observed and found to make minimal contribution to the speaking skills of learners. The study recommended that teachers should be encouraged to find more creative ways of language teaching where there is less reliance on core textbooks and an emphasis on more authentic materials. Also, there was need for a shift in focus in the syllabus where teachers understand the importance of spoken language in enabling learners to learn that language as a whole. This is possible if the education system values the spoken language to the extent that the oral component is reintroduced in the examination. Teachers need to be informed on what is required to be tested.

Moreover they must be trained on the appropriate scoring methods according to very explicit criteria to development and use of valid and reliable scoring methods of oral language abilities is dependent upon teachers' access to this type of informed knowledge. In this study there is a gap in that the study concentrated on only the spoken language however the current study looks at implementation of government policies on teaching of English in secondary schools.

Research Methodology

The study utilized a descriptive research design to answer the research questions concerning the current status of the implementation of government policies on the teaching of English in secondary schools in Nairobi County. Descriptive research design demonstrates relationships and described the world as it exists. The design allowed the researcher to demonstrate and described the implementation of the policies on teaching English in secondary schools as set by the government and their level of implementation as exposed by the actual practice.

Descriptive design helps to determine the current status of a population with respect to one or more

variables (Mugenda, 2003). The study independent variables included; the teaching of English as an integrated subject, achievement of communication competence using the English language in secondary school students and the coverage of English syllabus in selected secondary schools. The intervening variable included patterns of mental states (attitudes of teachers, students and schools towards English as a subject), institutional patterns (lingua franca, medium of instruction and school rules) and patterns of physical environmental (economic and human resources) The dependent variables of the study were the acquisition of English language skills and the performance in the English subject by candidates at the end of their secondary course.

The study site was Nairobi City County. Due to time and cost constraint, the researcher decided to carry out the research in one county, that is Nairobi county due to it being cosmopolitan and being the county housing the headquarters of the Ministry of Education, science and technology (MOEST) and Kenya Institute of Curriculum Development(KICD) which is charged with the responsibility of ensuring quality education is given to students country wide. It included all teachers of English in public secondary schools in Nairobi City County the teachers of English are the actual implementers of the set government policies by the government on teaching of English. The County has 60 public secondary schools. The target population was 180 respondents. Under normal conditions this inquiry should involve all the 60 secondary schools in the Nairobi County approved by and registered with MOE. However the number of these schools was large and wide spread throughout the County. Application of instruments in all of them was likely to pose administrative and financial problems. Therefore this researcher targeted a sample from the 60 schools.

The researcher adopted the view held by Orodho (2008), that 10% and above of the total of institutions or population understudy would be appropriate for investigation therefore out of 60 schools the researcher took 13%. Nairobi county is divided in to four sub counties that is; West lands, Nairobi West, Nairobi East and Nairobi North. The researcher took 2 schools from each zone making a total of 8 schools.

The researcher purposively sampled one head of English department from each school and purposively sampled any seven teachers of English per school selected. Questionnaires and observation schedules were the two instruments administered to the respondents used in this study to enhance reliability of the research findings.

Research Findings and Discussion

The goal of teaching English as stated in the policy is that it should be taught to achieve communication competence and not simply for passing examination. The study sought to investigate the teaching and learning activities that go on in a lesson of English to assess if they were geared towards the students achieving this lifelong goal of being proficient in the English language as stated by the government. The research question the study sought to answer was; to what extent are the teaching and learning activities during English lessons geared towards achieving communicative competence in accordance with the stated government policy. The study used observation schedule checklists to check the teaching and learning activities which promoted communicative competences. Communicative competence is the ability to give information or

express ideas and feelings effectively using a language.

Teaching and learning activities that the observation schedule checklist was looking for during a lesson included role plays where students had to assume different roles in the course of learning and express themselves using the English language. The observation checklist also checked for instances where students expressed themselves using English during debates, oral reports, oral narratives, tongue twisters, riddles and during pronunciation drills. It was observed that in all the different categories of schools most of these activities were being practiced during the teaching and learning of English as shown in the Table 4.4.

Table 4.4: Teaching and learning activities in different school category

Teaching and learning activities	National %	County %	District %	Others %
Role Play	100	100	100	100
Debates	100	100	100	100
Listening Comprehension	100	20	0	0
Oral Report	100	100	100	100
Oral Narratives	100	100	100	100
Songs	50	50	30	20
Proverbs	80	80	40	30
Tongue Twisters	80	80	60	50
Riddles	100	80	60	70

However a comparative analysis of the classes and the teaching and learning activities clearly showed that majority of the activities took place in Form 1 and Form 2 however, when it came to Form 3 and 4 there were very few activities geared towards acquiring communicative competence being practiced in those classes as indicated in the table 4.5

Table 4.5: Teaching and learning activities in different Forms

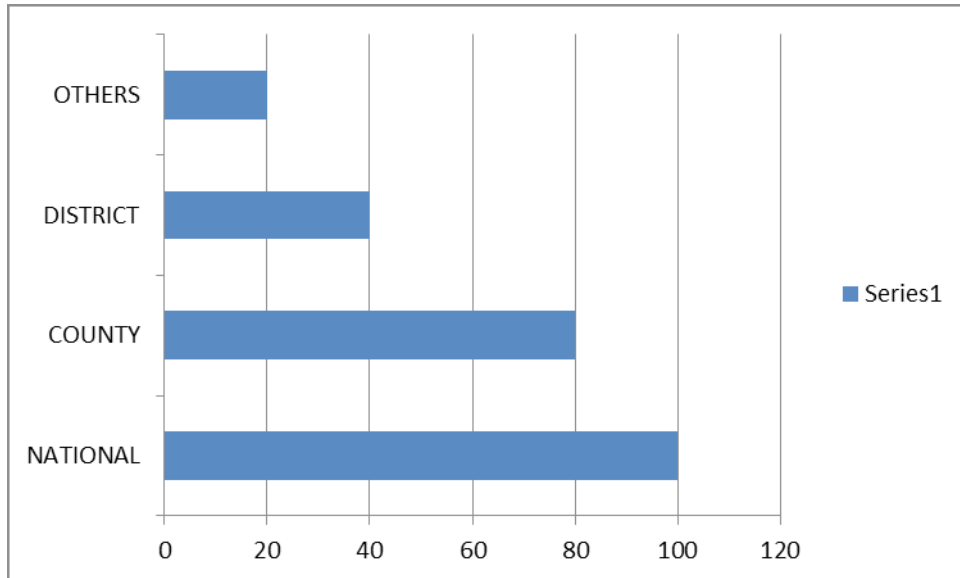
Teaching and learning activities	Form			
	1	Form 2	Form 3	Form 4
Role Play	8	7	4	3
Debates	8	7	3	0
Listening Comprehension	1	1	0	0
Oral Report	8	8	2	0
Oral Narratives	8	8	2	0
Songs	6	4	0	0
Proverbs	7	3	0	0
Tongue Twisters	7	5	0	0
Riddles	6	4	0	0

From the table above, the few teaching and learning activities geared towards communication competence in form 3 and form 4 can be attributed to the fact that the English syllabus is very wide and hence teachers tend to rush over to so as to complete the syllabus on time and have ample time for revision. This makes the students lack practice in verbal communication using the English language hence at the end they end up doing very well in written English exams and they cannot express themselves fluently in the English language.

There was further investigation on the availability of a language policy in the sampled schools. Questionnaires were given to teachers of English and H.O.Ds. The researcher sought to examine if secondary schools had a language policy on speaking English on specific days so as to practice and achieve communicative competence. To do this the researcher examined the existence (or lack of) a language policy in the school. Possibility of existence of a language policy in a school tended to be proportional to the category of school (that is whether the school was a national, county, district or others).

National schools and county schools had a higher possibility of having a language policy compared to their district counterparts. It was noted that in the National and County schools had days when all students were required to speak in fluent English thus working towards achieving communicative competences in English. However in district and other secondary schools, it was noted that, some did not have a language policy thus there were no set days to practice speaking in English. This would have been as a result of laxity on the part of the teachers of English and school administration. This trend is captured in figure 4.5.

Figure 4.5



Further, a document analysis on the language policies in schools revealed that many of the schools emphasized on the use of English and /or Swahili on specific days of the week as well as the associated punishment for those who bend the rule. Even then it is notable that in most of the sample school policies English was given more emphasizes as manifested in the higher number of days for speaking English as compared to speaking Swahili. In some cases the policy was strictly about speaking English all the time except of course during Swahili, German or French lessons

In addition to this, the nature of associated punishment included reading an English novel and summarizing it, which of course did not ultimately aim at developing speaking skills. Another good practice in relation to development of communicative competence identified in the sample schools was holding debates and public speaking. According to the data on this aspect all but one district school in the sample had debates and public speaking sessions in their schools. In spite of these positive indications the implementation of the policy interviews with H.O.Ds revealed that

“In most cases these policies are never sufficiently carried out due to the huge English syllabus.’

One of the ways of confirming that learning has taken place in this case of acquisition of communicative competence is by evaluation. Accordingly, the researcher sought to establish the nature of evaluation of speaking skills adopted by the sampled schools. Data collected indicated that whereas majority of the teachers have indicated that when teaching reading skills they do bring in speaking skills, there appeared to do very few learning and evaluative exercises especially on speaking skills as shown in table 4.6

Table 4.6: Teaching English language skills and their evaluation.

When teaching reading skills, do you bring in	Yes %	No %	Evaluative exercises in schools %
Speaking skills	90	10	10
Listening skills	95	5	10
Writing skills	15	85	100

In this respect while the observation schedule captured instances of pronunciation drills, role plays and evens the use of tongue twisters. There was an apparent lack of evaluation procedures for the acquisition of these skills. Consequently, the fact that speaking skills were not examined tended to make teachers not emphasizes on their development.

This was further confirmed through document analysis of sample that KCSE papers showed that paper 1 tested functional writing, cloze test, and oral literature at times there was a question on how a few English words were pronounced. Paper 2 tested on comprehension, literacy appreciation and grammar and the last paper, Paper 3 tested on imaginative composition writing and writing essays based on set tests. This clearly shows that students were not given examination where they were expected to listen to the exam and respond to questions like it is the case in other language examinations like French and German hence evaluation on listening skills in English is not tested at KCSE. Moreover there was no evaluation of student's communication competence in English. This is clear as there was no examination which required a student to respond to questions in English orally.

In the sample schools visited they gave a picture of a learning process that partly conforms to the language policy by teaching a number of aspects aimed at developing communicative competency like intonation, stress, pronunciation drills, rhyme and the theory part of listening and speaking skills without giving a chance to practice these skills through an oral and listening practical exam. Thus the policy was not being fully implemented because these skills were not examined hence teachers did not put in a lot of effort and lacked commitment in developing such skills but concentrated on the ones that were examined in the final examination.

Summary, Conclusion and Recommendations

Teaching and learning English for communication competence

It was noted that national schools and county schools had higher possibility of having a language policy as compared to their district counterparts. The study revealed that many of the schools in the study emphasized on the use of English and/or Swahili on specific days of the week as well as the associated punishment for those who bent the rule. In most of the sample schools English was given more emphasizes as manifested in the higher number of days allocated to it as compared to Swahili.

The punishment given for breaking the language policy like reading and summarizing English novels did not aim at developing speaking skills but on reading and writing skills.

Other forms of punishment observed were totally not aimed at developing any English skills rather they tended to humiliate the student for example wearing a robe saying 'I cannot speak in English. Many schools held debates and public speaking however interviews with the heads of English department revealed that implementation of the policy was never sufficiently imposed. On evaluation of the speaking skills so as to check levels of acquisition of communication competence, it came to light that there were very few learning and evaluative exercises given. There was an apparent lack of evaluation procedures for the acquisition of speaking skills.

This fact tended to make teachers not lay emphasis on the development of speaking skills. Schools visited gave a picture of a learning process that partly conforms to the language policy by teaching aspects aimed at developing communicative competences but which are none the less sufficient to achieve this goal. Schools undertook to develop and implement language policies but in a number of cases not sufficiently enforced and speaking skills were taught yet not examined. Thereby denying the teachers the commitment to development of such skills

On communicative competence, the policy is not being implemented in full as there is lack of evaluation of both the speaking and listening skills. Not all secondary schools have language policies. It was recommended that a study should be conducted to establish ways in which communicative competence can be achieved among students in secondary schools in Kenya.

Most punishment for failure to comply with the language policy of the schools were not geared towards students achieving communicative competence. It was recommended that the school administration should come up with punishment geared towards students achieving communicative competence, for those students who fail to follow the school's language policy

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