LEARNERS' PERCEPTION OF ENGLISH LANGUAGE LEARNING IN UNIVERSAL SECONDARY SCHOOLS IN KISORO DISTRICT

BY

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A REASEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE A WARD

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DECLARATION

I, **Ndagijimana Ngenda Aloyse** do hereby declare that the material presented in this research report entitled **"Learners' Perception of English Language Learning in Universal Secondary Schools in Kisoro District"** is my original work and is now ready for submission to Kabale University.

Signature .. -~-   Date:22/02/2021.

....
**NDAGIJIMANA NGENDA
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APPROVAL

This research report **"Learners' Perception of English Language Learning in Universal Secondary Schools in Kisoro District"** has been written under my supervision and it is now ready for submission with my approval.

Signatuce. -~·,,.,, ...

MS. A WINO MARY

Date... 22nd February 2021

DEDICATION

This work is dedicated to Almighty God who has enabled me to obtain a degree. I also dedicate this research report to my family notably: my parents for all the support, sacrifice and encouragement rendered to me not only in putting together this research work but also the entire degree study.

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I would also like to thank all my friends for the moral, social and academic support they have given me during my stay at campus.

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LIST OF ABBREVIATIONS

National Curriculum Development Centre

UACE: Uganda Advanced Certificate of Education Uganda

UCE: Certificate of Education

USE: Universal Secondary Education

TABLE OF CONTENTS

LIST OFT ABLES

ABSTRACT

The *study investigated learners' perception* of *English* language learning in secondary schools in Kisoro Municipality. It was guided by objectives which were to establish learners' positive perception of English learning in USE schools in Kisoro District, to investigate the learners' negative perceptions of English learning in USE schools in Kisoro District and to establish ways to improve on English learning in USE schools in Kisoro District. The study dopted a cross sectional research design. The study used a sample size of 249 respondents. **Both** purposive and simple random sampling techniques were used in selecting respondents. **Dara** collection was done using questionnaires and interview guide. The study established **that** English was one of favourite subjects for learners and students liked mastering English because it would help them get a good job in the future. In addition, studying English helped students to improve their personality and communicate in English effectively as well as rnabling students use modern technology effectively. The study established that that English was a difficult subject and at times students dodged its lessons. From the findings, it was established that they had not got any great wish to learn more than the basics of English. The study also established that students who claimed they got nervous in English classes were just making excuses. The study established that some students didn't attend English classes because they have negative perception towards learning it. The study found out that learners should be motivated by creating good learning environment, providing enough English instructional materials and teaching resources, assessing of students using appropriate continuous assessment strategies and encouraging students to have positive perception on learning English would improve on English learning in secondary schools in Kisoro District. The study recommended that learners should be motivated by creating good learning environment. There should be provision of enough English instructional materials and teaching resources as this would create positive perception and enhance English learning. Since effective learning takes place through interactive communication between the more knowledgeable person and the learner, there must be a more empowering plan to ensure that teachers and learners have basic capacity to use English as the medium of instruction.

CHAPTER ONE

INTRODUCTION

:.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and definition of key terms.

！.1 Background of the Study

English is taught as a second language in different schools around the world. English is the target language as part of the official curriculum. The English language is a fundamental aspect of the curriculum because it is a vehicle to achieve knowledge. In other words, all subjects are taught through the medium of English and it is also considered as the primary language to be used in all other situations during school hours.

Lambert and Peal (2014) mention that having a second language also means having access to another world of people, ideas, ways of thinking and literature. Language is viewed as a inedium of knowledge for transferring and sharing among people whole over the world. Through language, people will be able to argue and express their thought and feeling with each other's regards of certain ideas or concepts presented. Thus, the ability to communicate ih a second language enables people to interact with each other and changes the way they perceive things and matters happening around them. Hence, they will develop further as a result from the knowledge transfer and sharing through the daily interactive activities.

Alptekin (2015) claims that given the lingua franca status of English, it is clear that much of **the** world needs and uses English for instrumental reasons such as professional contacts, ,cademics studies and commercial pursuits. English language is an important medium of interaction used among people in various field, such as in career, academic and business throughout the world. Therefore, language has been declared as the international language for various purposes which has connected people whole over the world. Hence, the proficiency in English language is important, especially among the second language learners in order to survive in the environment where the language is used.

English language in Uganda has progressed from the days of Grammar Translation when English was taught purely by grammar rules introduced at the beginning, followed by written exercises and a bilingual vocabulary list. At the end of the vocabulary list construction of sentences and later paradigm texts were taught with grammatical analysis followed by translation. Each grammatical point was explained in detail and illustrations given in plenty. The students were expected to memorize the grammatical rules. At this time in Uganda there were only a handful of people who were privileged to go to school.

Etymologically, the word-perception originates from the Latin word, 'percipere' (to perceive). Perceiving ideas and concepts is viewed from two dimensions -first is the conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction cKeleth, 2016).

Perception can either hinder or enhance learning and thus is considered an important aspect in learning. Consequently a highly motivated pupil who learns and sees its usefulness can be successful in language learning as compared to one who has a lower degree of aspirations, interest and motivation. If one is encouraged to learn, and he or she appreciates the value of learning, chances of performing well are very high (Keleth, 2016). Narjess (2014) asserts that when a class is made up of intentional learners some degree of self-motivation can undermined and taken advantage of, but when learners are involuntary, the trainers have got to arouse and preserve the enthusiasm. Mokono (2014) confirms the assertion by noting that little has been done to change the pessimistic attitudes of learners in learning despite the presence of set school policies.

Although the government employs qualified English teachers to teach the subject, some students' perception of English language learning has continuously become poor. Some students in Universal Secondary Schools do not have zeal of studying the subject. Some students reveal that if the subject was not compulsory they would have dropped it. It is against this background that the study was conducted to investigate learners' perception of English language learning in secondary schools in Kisoro Municipality.

!.2 Statement of the Problem

English is not the national language of Uganda, but it is widely used in all economic, educational, business, and social sectors of the country. Ghani (2013) rightly said that English

in Uganda *is* a prerequisite either for higher education or for white collar jobs. English serves *s* a tool for international communication and collaboration, and is the lingua franca for the people of different provinces. A number of factors have been reported that influence the process of language learning, among which attitude, motivation, interest, need, previous experience, knowledge, and above all beliefs and perceptions of the students about learning language are significant. The complex nature and difficulty *in* defining beliefs has been a controversial theme for researchers. Although qualified teachers have been employed to improve teaching and learning of English, to a large extent, learners still have a wrong perception that the subject is difficult and this therefore demoralises them from continuing to study the subject. The problem may be attributed to lack of sufficient teaching materials, insufficient training of teachers and both the teachers and students attitudes in teaching and learning the English language. The study therefore was conducted to investigate the learners' perception of English language learning in Universal Secondary Schools in Kisoro Municipality.

1.3 Objectives of the Study

1.3.1 General Objective
The study was guided by the following general objective.

o investigate learners' perception of English language learning *in* Universal Secondary Schools in Kisoro Municipality.

1.3.2 Specific Objectives
The study was guided by the following specific objectives;

1. To establish learners' positive perception of English learning *in* USE schools *in* *Kisoro* District.
2. To investigate the learners' negative perceptions of English learning in USE schools in Kisoro District.
3. To establish ways to improve on English learning in USE schools **in** Kisoro District.

1.4 Research Questions
The study was guided by the following research questions;

i. What are learners' positive perceptions of English learning in USE schools in Kisoro District?

ii. what are the learners' negative perceptions on English learning in USE schools in Kisoro District?

iii. What are the ways to improve on English learning in USE schools in Kisoro District?

1.5 Scope of the Study

1.5.1 Content Scope

The study was about learners' perception of English language learning in USE schools in Kisoro District. It focused on learners' positive perception of English learning in USE ::hools, learners' negative perceptions on English learning in USE schools and ways to rnprove on English learning in USE schools.

.5.2 Geographical Scope

The study was conducted in Kisoro District Universal Secondary Schools. These were considered because there has always been poor academic performance in English in USE schools.

1.5.3 Time Scope

he study utilised data for the years starting from 2013-2019 because there had been poor μerformance in English during this period. The researcher therefore wanted to gather dependable and valid data for the study.

1.6 Significance of the Study

English is the main language used for instruction in all subjects in the school thus the performance in English is paramount for all students who do well in their academic work. his study will be important in bringing out the strategies that enable teachers and students work on improving the performance of English in their schools.

he findings are meant to help National Curriculum Development Centre (NCDC) to not only consider the syllabus for language teaching but to emphasize through seminars the right principles for the teachers to use in choosing teaching methods.

These findings are meant to help in setting up a standard set of principles for English language teachers to use as a basis for selecting methods. This will help the teachers to make conscious decisions in choosing more effective teaching methods. The study shows the

importance of having sound principles in the teaching of English and how it affects the manner, style and approach to teaching.

The study serves as an eye opener to school management on the best practices that will help them improve performance of English in their schools.

In addition the study helps the school policy makers to come up with school language policies that will help in enhancing Performance of English in schools.

Finally, the study findings contribute to the existing literature and serve as a reference point to future scholars who might be interested in this area.

1.7 Operational Definitions of Terms

Perception: This is defined as a process where one will form an impression about someone or something.

Performance: This refers to scores obtained in an examination and in this study it will refer to the UCE and UACE performance.

Attitude: This refers to the set of values that the students or teacher holds towards members of the target group and also towards his own culture. In this study, it will be used to imply attitude towards English learning.

Student: This term refers to a person/pupil enrolled in a school to pursue academic objectives.

'Teacher: This refers to an expert capable of imparting knowledge to help learners to build, identify and acquire skills to be used to face challenges in life.

:.0 Introduction

"his section reviews relevant empirical issues underlying the study. The researcher i1entified and evaluated relevant previous studies related to the research. The review of literature focused on such issues related to the objectives of the study for instance, students' perception towards learning of English on the performance of English in USE schools, learners' negative and positive perceptions on English learning in USE schools **and** ways to improve on English learning in USE schools.

2.1 Learners' Positive Perception of English Language Learning and academic Performance in English

I education, perception could be both an input and an output (Baker (2014). A favourable perception of English language learning may be a vital input in language achievement. Baker 2014) found the following: First, learners' perceptions of English learning have a positive correlation with success in learning a second language; and second, they facilitate learners'

motivation to learn the language in relation to goal attainment. After a language-learning course, the teacher and learners may have favourable attitudes to the language learnt, if they expect to benefit from it. In this way, learners will strive to achieve highly in the expectation **of** doing well in examinations and mastering the language, which in turn facilitates better performance.

Gardner (2015) argues that second language learners with positive attitudes towards the target language learn more effectively than those who do not have such positive attitudes. He explains that learners' language attitudes predict students' degree of success in terms of linguistic outcomes in learning the target language.

In language learning, attitudes seem to be very important in predicting learners' academic performance. The learner's favourable attitude to the language she/he is learning would facilitate success in it. Tahaineh and Daana (2013) argue that personal beliefs about one's capabilities and positive perception towards what one is learning positively influence learning. In this way, learners' positive attitudes to the language they are learning could help them to master the language, leading to success in their performance at school and after

school linguistic needs in real daily-life situations. However, little is known about the contribution of students' attitudes to English to their performance at the secondary school level in Tanzania. The present study therefore was intended to address this issue.

Since the mid 1960s scholars have entertained the possibility that anxiety interferes with szcond language learning and performance; however, documentation of that relationship came much later. Interestingly, the relationship between anxiety and second language achievement puzzled Scovel over three decades ago (Scovel, 2018). Scovel reviewed the available literature on anxiety and language learning in an attempt to explain a truly conflicting set of findings. At the time there were studies which found the anticipated r,egative relationship between anxiety and second language achievement, but several studies found no relationship, and positive relationships between anxiety and second language achievement were also identified (Chastain, 2015). In other words, contrary to the predictions uf many language teachers, some studies found that learners with higher levels of anxiety c-:tually showed higher achievement scores. Scovel posits a rational solution to this enigma. He argued that since various studies used different anxiety measures such as test-anxiety, facilitating-debilitating anxiety, etc., they logically found different types of relationships between anxiety and language achievement. Scovel concluded that language researchers should be specific about the type of anxiety they are measuring and recommended that anxiety studies take note of the myriad of types of anxiety that had been identified.

Palacios (2018) examines the impact of classroom climate on students' levels of foreign language anxiety and found that several components of Classroom climate were associated **with** higher (and lower) levels of anxiety. Palacios also found that classroom levels of affiliation among the learners, lack of competition, and clear task orientation were associated with lower anxiety levels. Several studies have also noted a negative relationship between language anxiety and outcome measures other than final grades. Trylong (2017) found a ,•egative relationship between anxiety and teacher ratings of achievement. MacIntyre, Nkiels, • nd Clement (2017) observe a negative relationship between anxiety and students self-ratings of their language proficiency.

Gardner and MacIntyre (2013) present perhaps the most extensive set of findings with respect to language anxiety. Using measures of both classroom anxiety and language use anxiety, they found significant negative correlations with several language production measures

:..a-uyven (20 I 5) indicates that assessment has an important influence on students' learning. The researcher points out that the way students think about learning, determines the way they tackle the evaluation tasks. The study concludes that students' perceptions about assessment and their study behaviour are strongly related. Given the findings, when assessment is perceived to be inappropriate implies a surface approach to learning; however, a deep approach to learning seems to yield through a complex and extensive assessment approach. Within conventional assessment practice students favour multiple-choice format of assessment more than essay items or constructed response. The study shows that students ith more advanced learning abilities and with low test anxieties favour essay type examinations, while students with poorer learning abilities and low test anxiety are less likely **10** favour essay-type examinations. The researcher argues that unlike multiple-choice type, an essay type examination that invokes deeper approaches to learning (Struyven, 2015).

Biggs (2013) addresses the relationships between perceptions of the learning environment, study approaches and learning outcomes. Biggs argues that the influence of students' perceptions can be very pervasive and that they can influence student learning in two ways. Perceptions of the learning environment can have a direct influence on learning outcomes, Cut the influence of perceptions of the learning outcome can also be indirect through study approach. To this end, the empirical results of Lizzio (2012) support both these relationships. hey showed that positive perceptions of the learning environment had a direct positive effect on learning outcomes as well as an indirect effect on learning outcomes through stimulating a deep study approach. In addition, studies of Sambell, (2017) and Scouller (2018) show that students adapted their study approach when they perceived assessments as having different requirements. With respect to perceptions of assessment authenticity, Herrington (2013) showed that students said that assessments positively influenced their

learning when they perceived it as relevant or as having a connection to reality. These results show that considering students' perceptions are very important when developing assessments.

2.2 Learners Negative Perceptions of English Language Learning in USE Schools

AL-Tamimi and Shuib (2009) conducted a study to investigate the perception of Petroleum Engineering student's motivation towards learning English. 81 students furnished the sample of this study and completed a questionnaire prepared by the researchers. The analysis of the participants' responses depicted that they had a negative perception towards learning English nd the culture of the English speaking world.

In a research conducted by Malallah (2010) Kuwaiti University Students proved to have negative perception towards learning English and towards the native speakers of English. The study also proved the existence of a negative relationship between the respondents' perception and their achievement and their practical needs of the English language.

Shirbaj i (2010) studied the attitudes of undergraduate students at Faculty of Humanities towards learning English as a foreign language. A large sample of 400 students (48.3% female and 51. 7% males) completed a questionnaire developed by the researcher. The iindings proved that the participants have a positive attitude towards learning English. The r.ttitude towards learning English as a foreign language among the pre-intermediate and intermediate Saudi students at the English Language Institute of King Abdulaziz University was investigated by Alkaff (2013). 4 7 female students formed the sample of the study and completed a questionnaire developed by researcher. The results illustrated the sample students have negative perception towards learning English. The participants also reported a strong tendency towards improving their English proficiency in spite of the limited chances of practicing English.

Al Noursi (2013) explored the perception of United Arab Emirates students towards learning English as a foreign language. The 196 students at a technology high school were the participants in this study. They reported having a negative perception towards learning English. An interesting finding was also reached concerning the teacher's nativity which did not have any effect on the respondents' attitude towards English. The perception of the Jordanian students concerning learning English was explored by Tahaineh and Dana (20 I 3). The sample in this study consisted of 184 female students majoring in English language and literature.

2.3 Ways to Improve English Learning in USE Schools

It is expected that classroom environments which encourage student autonomy and control, and help students realize the link between their effort and success promote development of mastery goal orientation. In fact, a multiple of research has shown that classroom environment has great influence on students' motivation in terms of self-efficacy, intrinsic value beliefs, and goal orientations (Stefanou, Perencevich, DiCintio, Turner, 2014). According to Ames (2015), there are six classroom structures which have impact on these r:10tivational variables: task, authority, recognition, grouping, evaluation, and time. She proposes that in order to promote mastery goal orientation, effective strategy use, active engagement, intrinsic interest, and attributions to effort, there should be novelty and variety in tasks. Moreover, tasks should provide students with an optimal level of challenge to help students set short-term goals and focus on the meaningful aspects of activities (Ames 1992).

Moreover, classroom structures should encourage student autonomy and responsibility in the learning process. Students should be able to make choices and feel that they have control over c1eir learning. Indeed, self-determination theory suggests that classroom structures supporting autonomy promote adaptive motivational beliefs and intrinsic motivation (Deci, Vallerand, Pelletier, & Ryan, 2016). Furthermore, classroom structures focusing on individual improvement and mastery are suggested to help development of adaptive motivational beliefs. In an empirical study conducted by Muller and Louw (2014), it was found that students' interest, intrinsic motivation, and self-determined forms of extrinsic motivation **were** related to perceived support of autonomy and competence, relevance of the contents, **and** transparency of requirements. In line with these findings, the authors proposed that **learning** environments in which students are autonomous in their learning, receive i1formative feedback concerning their progress, experience a friendly and positive atmosphere, and interact with each other during the learning process are likely to promote intrinsic motivation.

For language learners, the most pertinent and immediately available community is the language classroom community. Encouraging a greater sense of community within the language classroom can only occur through increased interaction between students learning communities need to engage in joint activities and discussions, help each other and share i.formation (Wenger, 2016). This change in student-student relations also necessitates a gradual change in the role of the teacher in the classroom, from the autocratic model to the

democratic model (Dornyei & Murphey, 2017). Dornyei & Murphey, (2017) further argues that although classrooms in which teacher largely controlled the learning may result in short term learning gains, cooperative classrooms in which positive interdependence was a key factor constituently result in more learner achievement over a long period.

Learning resources play an important role in English teaching process by making language learning more effective. Learning resources include things that facilitate learning and teaching of English language. For example, teachers, text books, library, pictures, video, and other teaching materials. The teacher's responsibility is to ensure learning resources are appropriate, accessible, identifiable and relevant to students learning needs (Waithaka, 2017).

Television is another learning resource that promotes spoken English by listening carefully to speakers, the learner slowly gains vocabulary and proper pronunciation. Chance and Chance (2015) maintain that learners must be involved in hands on activities in order for them to learn effectively. Taylor (2017) supports this by arguing that it is insufficient for learners to /nerely read or write about a topic because the brain learns well when all senses are employed: hearing, seeing, feeling and tasting. A teacher as human resource can be a powerful instrument through which students' proficiency in English can be increased. Teachers are the most important resources for learning. Guest speakers can also be invited by teachers to deal with specific topics in the classroom interaction. Students as human resources can be used to evaluate their own language proficiency. They can listen to their colleagues as they speak and comment on the strengths and weakness. William (2018) calls upon English teachers to encourage students to be instructional resources for one another.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used in conducting the study. The chapter shows **research** design, study population, sample size, sampling technique, research instruments, ata collection procedure and data analysis, ethical considerations and limitations of the study.

3.1 Research Design

The study adopted a cross sectional survey design. This design was chosen because it has the r:bility to produce data required for qualitative analysis, allowing simultaneous description of views, opinions, perceptions and beliefs at a single point in time. Quantitative and qualitative approaches were used to support the research design. Qualitative approach was of particular importance to this research because of its ability to penetrate into the different expressions and experiences of respondents to the subject matter. Quantitative approach was used due to the desire of establishing the magnitude of the problems using statistical data and evidence. This led to measure variables in numbers of cases, percentages and frequencies.

3.2 Study Population

The population of the study comprised of three selected secondary schools in Kisoro District (Kisoro Vision School, Seseme Girls Secondary School and St. Pauls Mutorere Secondary Schools). The population of this study was 382 subjects and it comprised of English teachers, head teachers and senior three and four students.

3.3 Sample Size

The researcher used a sample of 249 respondents that was drawn from the population of 382 subjects. This sample was enough to provide adequate and relevant data for the study since it involved people who were affected by the problem that was under investigation.

The distribution of the sample size was shown in the table below;

Table 3.1: Showing Sample Size Distribution

'chools	Categories of respondents	Target population	Sample size	Total sample
Kisoro Vision SS	Head teacher	I	I	
	Teachers	7	2	
	Senior three	70	40	83
	Senior four	60	40	
eseme Girls	Head teacher	1	1	
	Teachers	5	2	
	Senior three	60	40	83
	Senior four	56	40	
St. Pauls Mutorere SS	Head teacher	1	1	83
	Teachers	5	2	
	Senior three	60	40	
	Senior four	56	40	
[1] Total		382	249	249

Source: Primary Data, 2020

3.4 **Sampling Techniques**

3.4.1 Purposive Sampling

he researcher applied purposive sampling to select 3 head teachers and 6 teachers (2 from each school). Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing

members of population to participate in the study. Head teachers were purposively selected tecause they were informed about the study.

3.4.2 Simple Random Sampling

he researcher also used simple random sampling to select a total of 240 students taking 30 English students from senior three and 40 from senior four from the selected secondary schools. Random sampling was used because it gave each of the subjects an equal chance of inclusion thereby ensuring a high degree of representativeness. This sampling technique was used because it gave a sample that was not biased.

₃₅Data Collection Instruments

3.5.1 Questionnaires

A questionnaire is a method used for collecting data where a set of written questions call for responses. This method of data collection was used to collect data from students and teachers. It was used because of its ability to reduce any bias and the collection of authentic data important for data analysis. Questionnaires for teachers and students were developed by the researcher and were the main research instrument. Questionnaires were preferred as an instrument of research because they were easy to administer. Most of the questions required

₃₅

cirect answers based on the Likert type five-point scale such as strongly agree, agree, undecided, disagree and strongly disagree for quantitative data.

3.5.2 Interviews

Data was also collected from head teachers using an interview guide which was structured in accordance to the study objectives in order to keep the interviewees focused on the study purpose. This instrument was used to gather more qualitative data.

.6 Data Collection Procedure

he researcher obtained a letter of introduction from the Faculty of Education at Kabale University. The letter was used to introduce the researcher to the head teachers, teachers, and students from the selected schools where the study was conducted from. Questionnaires were administered by the researcher to the selected respondents who were teachers and students to provide data. Interviews were also conducted with head teachers to give qualitative data. After data was collected, data was entered into the computer for coding and analysis.

•• Data Analysis

Da± collected was edited, coded, classified and tabulated. After tabulation, data was ,_ ~~ using Microsoft excel. Descriptive statistics (frequencies and percentages) were used **for** close ended questions. The data was presented using frequency tables. Qualitative **aa**was analyzed using content analysis. Responses were grouped into common themes and **were** analyzed as guided by the research objectives.

38 Ethical Considerations

he researcher informed each participant that the purpose of the research was primarily for academic purposes and respondents were assured of confidentiality.

he researcher assured participants' confidentiality of their contributions and the anonymity cf identity. This meant that the names of the schools, teachers and pupils were unidentifiable **Cl** print.

V**oluntary** participation: Participants were not forced to answer the questionnaire. Answering questions during interviews and administration of questionnaires were voluntary.

7he researcher conducted the study in a competent manner. The researcher remained Sensitive to the participants' needs, maintained objectivity and avoided making value judgments of participants even if they sharply contrasted with his/her values.

In this study, the researcher avoided plagiarism and all sources of reference were duly acknowledged.

3.9 Limitations of the Study

At the time of data collection, it was difficult to convince the respondent to fill in the uestionnaires completely within a short time possible since respondents were busy teaching which delayed data collection. However, the researcher approached the respondents in their free time and explained the importance of the study to them in order to provide him with data.

Some teachers denied the researcher access to some documents showing academic performance because those documents were confidential. The researcher created friendship with the teachers so that they avail those documents to the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents analysis and discusses data collected from respondents. It also discusses **the** findings of the study in relation to prior studies, theory and their practical implication.

4.1 Response Rate

The researcher administered 246 questionnaires and only 210 were returned to the researcher **mr** analysis which indicated a response rate of 85.4 percent. All the three head teachers were interviewed.

-tl Demographic Information of Respondents

The demographic information consists of data such as age and gender of respondents. Data as also collected on certain variables such as the academic qualification of respondents. hese factors were deemed important to study and would help to explain certain observations and establish some facts about the study.

4.2.1. Gender of Respondents

Table 4.1 presents data on the sex of the respondents, academic qualification of respondents and age group of respondents used for the study.

Table 4.1 Showing Gender of Respondents

Gender	Frequency (N)	Percentage (%)
'tale	96	45.7
Female	114	54.3
otal	**210**	**100**

Source: Field Data, 2020

Data in table 4.1 indicates that majority of the respondents, 54.3% were females while 45.7% uere males. This means that the female respondents dominated the study.

4.2.2 Age of the Respondents

he respondents were asked to indicate their age. The distribution of the respondents by age as tabulated in table 4.2.

Table 4.2 Showing Age of the Respondents

Age	Frequency (N)	Percentage (%)
15-20	96	45.7
21-25	43	20.5
26-30	37	17.6
31and above.	34	16.2
otal	**210**	**100**

Source: Field Data, 2020

f ram Table 4.2, 45. 7% of the respondents were aged between 15-20 and this mainly comprised of students from senior three, 20.5% of the respondents were within 21-25 years bracket, 17.6% were within 26-30 years age bracket and 16.2% were 31 and above. This also means that respondents in 15- 20 years age group dominated the study.

4.3 **Analysis Pertaining to Research Objectives**

his section presents the analysis of the data pertaining to the research questions. It starts with the results on learners' positive perception of English learning in USE schools in Kisoro District.

4.3.1 Learners' Positive Perception of English Learning in USE Schools in Kisoro District

Research objective One: Learners' positive perception of English learning in USE schools in Kisoro District. Respondents were to indicate their level of agreement or disagreement on a 5 **point** Likert-type scale.

Table 4.3: Learners' Positive Perception of English Learning in USE Schools in Kisoro District

Statement	Strongly agre		Agree		Neutral		Disagree		Strongly disagree	
	F(N)	%	F(N)	%	F(N)	%	F(N)	%	F(N)	%
English IS one of my favorite subjects	55	26.2	80	38.1	15	7.1	30	14.3	25	11.9
like to master English because it will help me get a good job in the future	60	28.6	90	42.9	20	9.5	25	11.9	20	9.5
Studyin English helps me improve my personality	45	21.4	65	31.0	26	12.4	45	21.4	35	16.7
Being good in English helps me communicate in English effectively	30	14.3	20	9.5	14	6.	56	26.7	78	37.1
Being in English helps me use modern technology effectively	60	28.6	90	42.9	10	4.	28	13.3	18	8.6

Source: Field Data, 2020

From the table, 26.2% of the respondents strongly agreed, 38.1% agreed, 7.1% were neutral, 14.3% disagreed while 11.9% strongly disagreed that English is one of favorite subjects for learners. This implies that most students like English since it is used as their medium of instructions in all subjects.

From the table, 28.6% of the respondents strongly agreed, 42.9% agreed, 9.5% were neutral while 11.9 and 9.5% disagreed and strongly disagreed respectively that students like to master English because it would help them get a good job in the future.

From the table, it was strongly agreed by 21.4% of the respondents, agreed by 31.0% of the respondents, 12.4% were neutral, 21.4% of the respondents disagreed while 16.7% strongly disagreed that studying English helped students to improve their personality.

From the table, 26.7% of the respondents strongly disagreed, 37.1% of the respondents disagreed, 6.7% of the respondents were neutral, 14.3% agreed while 9.5% strongly agreed that being good in English helped students communicate in English effectively.

From the table, the number of respondents who strongly agreed that being good in English t:elped students use modern technology effectively was 28.6%, whereas 42.9% of the respondents agreed. In addition, 4.8% of the respondents were neutral, 13.3% disagreed while 8.6% strongly disagreed indicating that the use of modern technology is also influenced by the level of understanding of English language.

The above findings are in agreement with Baker (2014) who states that a favourable perception of English language learning may be a vital input in language achievement. Baker (2014) found the following: First, learners' perceptions of English learning have a positive correlation with success in learning a second language; and second, they facilitate learners' motivation to learn the language in relation to goal attainment.

A head teacher noted that identifying attitudes of educators and learners towards English as the in Kisoro district was important because attitudes affect behaviour which means that the way educators and learners provide efforts to learn and use English simultaneously depends nn how they perceive and regard this language. Considering the participants' feelings, beliefs, and readiness for learning and using English, it is clear that most participants had positive attitudes towards English.

4.3.2 Learners' Negative Perceptions on English Learning in USE Schools in Kisoro District

The results presented in Table 4.4 show the learners' negative perceptions on English learning in USE schools in Kisoro District

able 4.4: Learners' Negative Perceptions on English Learning in USE Schools in !isoro District

Statement	Strongly agree		agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
English is a difficult subject and I at times dodge its lessons	35	16.7	50	23.8	15	7.1	75	35.5	30	14.3
haven't got any great wish to earn more than the basics of rglish	25	11.9	20	9.5	20	9.5	60	28.6	90	42.9
5dents who claim they get nervous in English classes are just **king** excuses	45	21.4	35	16.7	26	12.4	45	21.4	65	*31.0*
Some students don' attend **English** classes because they have **negative** perception towards earing it	30	14.3	20	9.5	14	6.7	56	26.7	78	37.1

Source: Field Data, 2020

from the table, 16. 7% of the respondents strongly agreed, 23 .8% agreed, 7.1% were neutral, *35.5%* disagreed while 14.3% strongly disagreed that English is a difficult subject and at noes students dodge its lessons.

from the table, respondents 11.9% of the respondents strongly agreed, 9.5% of the respondents agreed, 9.5% were neutral, 28.6% of the respondents disagreed while 42.9% strongly disagreed that they haven't got any great wish to learn more than the basics of English.

from the table, 21.4% ofthe respondents strongly agreed, 16.7% agreed, 12.4% were neutral, **21.4%** disagreed while 31.0% strongly disagreed that students who claim they got nervous in **English** classes are just making excuses.

From the table, 14.3% of the respondents strongly agreed, 9.5% agreed, 6. 7% were neutral, *26.7%* disagreed while 37.1 % strongly disagreed that some students don't attend English classes because they have negative perception towards learning it.

serview with a head teacher, it was revealed that English as a medium of instruction

cany challenges relating to comprehending, speaking, reading, and writing **giist and a** lack of confidence in the classroom which make some students dodge it ieading **to** poor performance in the subject.

433 **Ways** to **Improve on English Learning in USE Schools in Kisoro District**

The researcher investigated the ways to improve on English learning in USE schools in **soro** District as shown in table 4.5 *below;*

Table 4.5: Ways to Improve on English Learning in USE Schools in Kisoro District

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Learners should be motivated by creating good learning environment	55	26.2	80	38.1	15	7.1	30	14.3	25	11.9
Provision of enoug English instructiona materials and teaching resources	60	28.6	90	42.9	20	9.5	25	11.9	20	9.5
Assessment of students usmn appropriate continuous assessment strategies	45	21.4	65	31.0	26	12.4	45	21.4	35	16.7
Students should be encouraged to have positive perception on learning English	60	28.6	90	42.9	20	9.5	25	11.9	20	9.5

Source: Field Data, 2020

From the table, 26.2% of the respondents strongly agreed, 31.8% agreed, 7.1 % were neutral, 14.3% of the respondents disagreed while 25.11 % strongly disagreed that learners should be motivated by creating good learning environment. Findings showed majority of the respondents agreed, implying that good learning environment improves on English learning in Universal Secondary schools in Kisoro District.

Frum the table, 28.6% of the respondents strongly agreed, 42.9% agreed, 9.5% were neutral,

   1.9% disagreed while 9.5 strongly disagreed that provision of enough English instructional materials and teaching resources. Since majority of the respondents agreed, it implies that provis ion of enough English instructional materials and teaching resources improves on English language learning.

from the table, 21.4% of the respondents strongly agreed, 31.0% agreed, 12.4% were neutral, **:.1.-t%** disagreed while 16. 7% strongly disagreed that assessment of students using __,;;propriate continuous assessment strategies. The findings concur with Struyven (2015) who i.":.5cates that assessment has an important influence on students' learning. The researcher **points** out that the way students think about learning, determines the way they tackle the evaluation tasks. The study concludes that students' perceptions about assessment and their **study** behaviour are strongly related.

From the table 28.6% of the respondents strongly agreed, 42.9% agreed, 9.5% were neutral, **1.9%** disagreed whereas 9.5% strongly disagreed that students should be encouraged to have **positive** perception on learning English.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusions, recommendations and suggestions for further research.

: .1 Summary of Findings

5.1.1 Learners' Positive Perception of English Learning in USE Schools in Kisoro District

From findings, 64.3% of the respondents agreed, 7.1 % were neutral, 26.2% disagreed while that English is one of favorite subjects for learners. The findings indicated that 71.5% of the respondents agreed, 9.5% were neutral while 21.4% disagreed that students like to master English because it would help them get a good job in the future. In addition, 52.4% of the respondents agreed 12.4% were neutral, 37.1 % of the respondents disagreed that studying English helped students to improve their personality. Findings also indicated that 63.8% of the respondents disagreed, 6.7% of the respondents were neutral and 23.8% of the respondents agreed that being good in English helped students communicate in English effectively. From the findings, being good in English helped students use modern technology effectively was agreed by 71.5% of the respondents, 4.8% of the respondents were neutral while 21.9% disagreed.

5.1.2 Learners' Negative Perceptions on English Learning in USE Schools in Kisoro District

From the findings, 40.5% of the respondents agreed, 7.1 % were neutral while 49.8% disagreed that English is a difficult subject and at times students dodge its lessons. From the findings, respondents, 21.4% of the respondents agreed, 9.5% were neutral whereas 71.5% of the respondents disagreed that they haven't got any great wish to learn more than the basics of English. From the findings, 38.1 % of the respondents agreed, 12.4% were neutral and 52.4% disagreed that students who claim they got nervous in English classes are just making excuses. Additionally, 23.8% of the respondents agreed, 6.7% were neutral while 63.8% disagreed that some students don't attend English classes because they have negative perception towards learning it.

23

5.1.3 Ways to Improve on English Learning in USE Schools in Kisoro District

Findings indicated that 58.0% of the respondents agreed, 7.1 % were neutral, 14.3% of the respondents disagreed while 39.4% disagreed that learners should be motivated by creating good learning environment. From findings, 71.5% of the respondents agreed, 9.5% were neutral whereas 21.4% of the respondents' disagreed that provision of enough English i iStructional materials and teaching resources. Furthermore, 52.4% of the respondents agreed, 2.4% were neutral and 28.1 % of the respondents' disagreed that assessment of students sing appropriate continuous assessment strategies. Additionally, 71.5% of the respondents agreed, 9.5% were neutral while 21.4% disagreed that students should be encouraged to have positive perception on learning English.

5.2 Conclusions

5.2.1 Learners' Positive Perception of English Learning in USE Schools in Kisoro Tistrict

The study established that English was one of favorite subjects for learners and students liked **t** mastering English because it would help them get a good job in the future. In addition, sudying English helped students to improve their personality and communicate in English effectively as well as enabling students use modern technology effectively.

5.2.3 Learners' Negative Perceptions on English Learning in USE Schools in Kisoro District

The study established that that English was a difficult subject and at times students dodged its 1-·ssons. From the findings, it was established that they had not got any great wish to learn more than the basics of English. The study also established that students who claimed they **t** nervous in English classes were just making excuses. The study established that some students didn't attend English classes because they have negative perception towards learning

5.2.3 Ways to Improve on English Learning in USE Schools in Kisoro District

1 he study found out that learners should be motivated by creating good learning nvironment, providing enough English instructional materials and teaching resources, assessing them using appropriate continuous assessment strategies and encouraging them to hve positive perception on learning English. This in turn would improve on English learning i secondary schools in Kisoro District.

5.3 Recommendations

The study recommended that learners should be motivated by creating good learning environment.

There should be provision of enough English instructional materials and teaching resources as this would create positive perception and enhance English learning.

Assessment of students using appropriate continuous assessment strategies and encouraging students to have positive perception on learning English would improve on English learning in secondary schools in Kisoro District.

Since effective learning takes place through interactive communication between the more knowledgeable person and the learner, there must be a more empowering plan to ensure that teachers and learners have basic capacity to use English as the medium of instruction.

To raise the learners' confidence to speak English, teachers should avoid correcting their learners' mistakes every time they make them, to avoid frustrating them. Instead they could adopt a system of providing feedback on the errors made and explain how corrections work.

Teachers in collaboration with principals should organise a conversation club that would enable the school community, i.e. learners, teachers, and school leaders to practice the language of instruction. This conversation club can help learners and teachers speak English freely, offer opportunities to learn from the more knowledgeable speakers from the group, and help them feel integrated into an English-speaking environment. This practice can build learners' and teachers' confidence to speak English in and out of the classroom, hence developing their English proficiency.

Areas for Further Research

This study was conducted in three schools in Kisoro District in order to investigate learners' perception of English language learning in Universal Secondary Schools in Kisoro District. Further study should be conducted to cover a wider area.

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**APPENDIX A: QUESTIONNAIRE FOR
STUDENTS**

Dear respondent,

I am **Ndagijimana Ngenda Aloyse** a student of Kabale University, carrying out a research study titled; **Learners' Perception of English Language Learning in Universal Secondary S'chools in Kisoro District.** You are among the selected respondents to answer the questions. 1 he information given will be treated as confidential & for academic purposes only. Please tuck or make a brief writing where necessary.

SECTION A: BACKGROUND

INFORMATION I) Gender:

Male [ ]   female [ ]

2) Age: 10-15 []   16-20 []

2l and above

**S,ECTION B: LEARNERS' POSITIVE PERCEPTION OF ENGLISH
LEARNING IN USE SCHOOLS IN KISORO DISTRICT**

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
English I one of my favorite subjects					
I like to master English because **i** will help me get a good job in tie future					
Studyin English helps me i nprove my personality					
Being good in English helps me communicate **In** English effectivel y					
Being good in English helps me vse modern technology effectivel y					

29

S.ECTION C: LEARNERS' NEGATIVE PERCEPTIONS ON ENGLISH LEARNING IN USE SCHOOLS IN KISORO DISTRICT

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
English is a difficult subject and I' at times dodge its lessons					
F haven't got any great wish to learn more than the basics of fnglish.					
Student who clai they get nervous In English classe are just making excuses.					
Som students don't attend English classes because they have negativ perception towards learning it					

SECTION D: WAYS TO IMPROVE ON ENGLISH LEARNING IN USE SCHOOLS IN KISORO DISTRICT

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Learners should be motivated by creating go learning environme					
Provision of enough Englis instruction materials and teaching resources					
Assessme of student using appropriat continuous «.ssessment strategies					
tudents should be encouraged t have positive perception on learning English					

Dear respondent,

I am **Ndagijimana Ngenda Aloyse** a student of Kabale University, carrying out a research study titled; **Learners' Perception of English Language Learning in Universal Secondary chools in Kisoro District.** You are among the selected respondents to answer the questions. the information given will be treated as confidential & for academic purpose only. Please tick or make a brief writing where necessary.

SECTION A: BACKGROUND

INFORMATION I) Gender:

Male [ ]   female [ ]

2) Age: 10-15 []   16-20 []

1 and above

Number of years spent in your school.

.

SECTION B: LEARNERS' POSITIVE PERCEPTION OF ENGLISH LEARNING IN USE SCHOOLS IN KISORO DISTRICT

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
My students enjoy my English lessons					
tudents like attending my lessons unlike other					
studying English helps me improve my personality					
Being good in English helps my *students communicate in* (effectivel		(	(	(	(

SECTION C: LEARNERS' NEGATIVE PERCEPTIONS ON ENGLISH LEARNING IN USE SCHOOLS IN KISORO DISTRICT

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
My students perceive English to le difficult and they at times dodge my lessons					
l haven't got any great wish to learn more than the basics of English.					
Students become nervous during examinatio which make the fail					

SECTION D: WAYS TO IMPROVE ON ENGLISH LEARNING IN USE SCHOOLS IN KISORO DISTRICT

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Learners should be motivated by creating go learning environment					
Provisio of enough Englis instructional materials and teaching resources					
Strategic procurement facilitates efficient and effective servic delivery in public enterprises					
Assessment of student using appropriate continuous assessment strategies					
tudents should be encouraged to have positiv perception on learning English					

4.

APPENDIX C: INTERVIEW GUIDE FOR HEAD TEACHERS

I.   What are learners' positive perceptions of English learning in USE schools in Kisoro District?

2.   What are the learners' negative perceptions on English learning in USE schools in Kisoro District?

3.   What are the ways to improve on English learning in USE schools in Kisoro District?