

Original Research Article

## Teacher Factors That Accelerate the Acquisition of Second Language: A Case of Primary Schools in Balambala Sub-County, Garissa County-Kenya

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**Abstract:** One of the objectives of teaching English in primary schools in Kenya is to enable the learners to communicate fluently, independently and accurately. However, there has been a declining standard of performance in English at primary level which should worry many teachers and stakeholders in education sector. This study aimed to examine teacher factors that affect Second Language Acquisition and to determine ways of improving acquisition of English in primary schools. The study applied Krashen's theory of Second Language Acquisition and employed descriptive survey research design. Data was collected using questionnaires and interview schedules. The findings of the study show that personal factors such as motivation and attitude of the teacher appear to be more significant factors in the acquisition of Second Language. The study also found that teacher training, climate of the classroom, school support and social environment are factors that may improve Second Language Learning. Therefore, teachers need training especially in Competence Based Curriculum. The government and educational policy-makers and practitioners should look for ways of improving teacher quality in L2, knowledge and pedagogical skills. It is hoped that the current study adds knowledge to the teaching and practice of SLA.

**Keywords:** Second Language Acquisition, Second Language, Teacher factors, Balambala sub-county, Kenya.

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### 1. INTRODUCTION

Second Language Acquisition (SLA) is the process of learning any language after the first language (Krashen and Terrel (1983). Richards, Platt and Webber (1985) define SLA as the process by which people develop proficiency in a second or foreign language. Fromkin, Rodmann and Hyams (2002) consider SLA as the acquisition of another language after the first language acquisition that is under way or completed. A Second Language (SL) is the language that a person learns after his or her native language (The Collins Dictionary, 2013). Thus, SLA is subconscious study through which a person acquires L2 or additional languages. Ellis (1986) observes that SLA is a complex process, involving many interrelated factors. In fact, to Ellis SLA is the product of many factors pertaining to the learner on the one hand and the learning situation on the other. This is then to say that there are different factors that enhance the acquisition of SL. However, some of these factors are said to be dominant and others equal but each of them gives different contribution for the success or the failure of SLA. It is argued that all children acquire first language (L1) equally. However,

the acquisition of L2 varies due to factors influencing the process of L2. Such factors are teacher or either learner factors.

This paper focused on teacher factors. Teachers play an important role in language learning process. Ramege (1990) suggests that teachers should attempt to enhance learner's motivation so that learners to positively and actively engage in learning until they reach their common target which is proficiency in L2. Ramege points out to the importance of the teacher having a positive attitude which will enhance the teacher's own motivation towards the language and its teaching. According to Oxford and Shearin (1994) the roles of the teacher in language learning process include figuring out the learners real reason for L2 learning, helping build challenging but achievable goals, showing students the benefits of learning L2, creating a safe welcoming and non-intimidating teaching environment and motivating students to develop high but realistic intrinsic motivation. The success of SL learning relies on the teachers' ability to create a conducive environment for learning. Richards and Lackhart (1994)

claim that in communicative language the role of teachers may vary accordingly. The flexibility of the teacher varies from manager, scheduler, driver, organizer, facilitator to supporting the learning of their students. In addition, to meet the need for language that learners have, it is necessary that the teacher implement tasks based on text, or other methods that require the teacher to play a role of adviser, analyst and process manager as well as a participant. Dörnyei (1994) and Tanaka (2005) observe that teachers are one of the most determinant factors of L2 learners' motivation. Motivating learners to develop in the target language is acknowledged to be a complex process. In many instances, students face many obstacles in learning English and are often demotivated to learn. However, certain motivational strategies can help learners adopt more positive attitudes towards language learning.

Dörnyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among Hungarian teachers of English. The researchers assigned 51 motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes. This study leads to ten commandments for teachers to motivate language learners: teachers should set a personal behaviour example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. Ballman et al (2001) notes that effective language teacher's focus on helping students communicate with native speakers of the target language rather than on saying and writing everything with no grammatical errors.

Lee and VanPattern (2003) note a teacher is the centre of attention at all times leading each activity, calling on students one-by-one to respond, and talking for nearly the whole class time (whether in the students' native language or the target language)—will feel burdened and overwhelmed. Lee and VanPatten (2003) call this type of role, in which the teacher is “the authority, the expert, the central figure in the classroom who transmits knowledge to the students. Prieto (2008) notes the teaching-learning process of language should be conceived as a community matter, in which all members of the group should participate. This process will enhance communication between the students and the teacher resulting in greater interaction and, certainly, a greater quality in the formative process of the group as a whole.

Sakai and Kukuchi (2009) proposed that L2 teachers play an influential role to help students engage and persist in the long process of L2 acquisitions. Among the roles the teacher plays on L2 learning and acquisition are; initiator, facilitator, motivator, mentor, ideal role model of the target language and consultant and mental supporter. Therefore the teacher's perspective use and motivation L1 is important for the learner to acquire L1 and use it to learn L2. Dörnyei & Ushoda (2011) also established that enthusiasm is another key factor that can impact positively on learner's motivation. According to them, enthusiasm is contagious in classroom meaning if the students realize that their teacher is enthusiastic about the language being spoken or learnt, they too will be enthusiastic. Dörnyei & Ushoda (2011) also suggests that the teachers should enhance learner's values and attitudes towards the language to be learnt.

The paper aimed to investigate teacher factors that influence SLA in Balambala Sub-County, Garissa County-Kenya. This is an area that is occupied by the Somali people and it is marginalised. The Somali people speak the Somali language. Somali language is the only language spoken by the entire Somali people. However, variations and dialects of the Somali language are spoken by different clans living in Somalia, Djibouti, Ethiopia as well as Kenya. Somali is an Afro-asiatic language belonging to the Cushitic branch. Somali language is spoken as a mother tongue by Somalis in greater Somalia and the Somali diaspora. Somali is an official language of Somalia and Somaliland, a national language in Djibouti, and a working language in the Somali region of Ethiopia and also in North Eastern Kenya. It is used as an adoptive language by a few neighboring ethnic minority groups and individuals. 70-80% of Somali in Kenya speak various mutually-intelligible dialects of standard Somali.

Research on SLA and foreign languages, especially English, has grown tremendously due to the global economic integration and all the aspects of human life. In Kenya, one of the objectives of teaching English in primary schools is to enable the learners to communicate fluently, independently and accurately in English Language in everyday life. However, there has been a declining standard of performance in English at primary level which should worry many teachers and stakeholders in education sector. More so, it implies that primary children join secondary schools with poor knowledge of the language. The process of SLA is a complex process that entails an integration of several factors and specific environments warrants closer scrutiny. The current study illustrates how teacher factors influence SLA in an area where a minority language (Somali) is spoken as first language and an area that is also socio-economically poor.

The study was guided by the following research objectives:

- i) Investigate teacher factors that accelerate the acquisition of Second Language in primary schools Balambala Sub-County, Garissa County-Kenya.
- ii) Determine ways of improving acquisition of English as a Second Language in primary schools, in Balambala Sub-County, Garissa County-Kenya.

This study, therefore, make a contribution to Applied Linguistics and specifically on teaching and practice of SLA. The study also informs on language policy making and provides a good resource especially when it comes to teaching and learning styles and strategies of L2. It is also inform policy-makers on existing practices in a multilingual and bilingual society and on minority languages.

## 2. Krashen's theory of SLA

This paper applied Krashen's (1981; 1988; 2003; and 2004) hypothesis of SLA. Krashen's theory of SLA is applicable in the teaching and acquisition of L2. This theory provides a different insight into how the mind works in learning a second language. Krashen's theory attempt to answer the crucial theoretical question of how people acquire language and holds the answer to many of our everyday problems in second language instruction at all levels. Krashen's theory represents five important hypotheses that are applicable to the principle and practice of SLA as discussed below:

### 2.1. The Acquisition-Learning distinction

The acquisition-learning hypothesis states that adults have two distinct and independent ways of developing competence in a second language. The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The second way to develop competence in a second language is by language learning. Language learning refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. Conscious learning is often referred to as learning when the learner is conscious and cognitively aware, while unconscious learning refers to learning that occurs unconsciously or of which the learner is consciously unaware (McLaughlin, 1990). The current study employed this hypothesis to establish the strategies teachers use in the learned system especially if error correction strategy has an impact in SLA.

### 2.2 The Natural Order Hypothesis

This is the view that the acquisition of grammatical structures proceeds in a predictable order. That is acquirers of a given language tend to acquire certain grammatical structures early, and others later.

This hypothesis is based on some studies by different scholars such Brown (1973). Brown (1973) reports that children acquiring English as a first language tended to acquire certain grammatical morphemes, or functions words, earlier than others. For example, the progressive marker *ing* (as in "He is playing baseball".) and the plural marker */s/* ("two dogs") were among the first morphemes acquired, while the third person singular marker */s/* (as in "He lives in New York") and the possessive */s/* ("John's hat") were typically acquired much later, coming anywhere from six months to one year later. Another study that provides evidence for natural order is that of Dulay and Burt (1974, 1975). Dulay and Burt reported that children acquiring English as a second language also show a "natural order" for grammatical morphemes, regardless of their first language. Dulay and Burt's results have been confirmed by a number of investigators (Kessler and Idar, 1977; Fabris, 1978; Makino, 1980). The researchers were set to investigate what content is introduced first to learners by teachers and whether the order accelerates the learning of L2.

### 2.3 The Monitor Hypothesis

The monitor hypothesis suggests that acquisition and learning are used in very specific ways. The language that one has subconsciously acquired initiates our utterances in a second language and is responsible for our fluency, whereas the language that we have consciously learned acts as an editor in situations where the learner has enough time to edit. Learning has only one function, and that is as a Monitor, or Editor. Learning comes into play only to make changes in the form of our utterance, after it has been produced by the acquired system. This can happen before we speak or write, or after (self-correction). The monitor is used differently by individuals. The first group are the monitor 'over users' who always try to use their monitor and end up so concerned with correctness that they cannot speak with any real fluency. The second are the monitor 'under-users' who either have not consciously learned or choose to not use their conscious knowledge of the language. They often correct themselves on a feel for correctness. The last are the monitor 'optimal monitor' users who only use the monitor when it is necessary and appropriately. In this case the monitor does not interfere with communication. The monitor hypothesis will be applied in the determination of the strategies that teachers use with an aim to produce optimal monitor users.

### 2.4. The Input Hypothesis

The input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level *i*" must receive comprehensible input that is at "level *i+1*." "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now." This understanding is

possible due to using the context of the language we are hearing or reading and our knowledge of the world. One result of this hypothesis is that language students should be given an initial "silent period" where they are building up acquired competence in a language before they begin to produce it. Whenever language acquirers try to produce language beyond what they have acquired, they tend to use the rules they have already acquired from their first language, thus allowing them to communicate but not really progress in the second language. The researchers accessed the factors that promote the input hypothesis for instance, whether the classrooms provide the comprehensible input that the acquirer is going to receive. For instance, if acquirers have access to real world input, and if their current ability allows them understand at least some of it, then the classroom is not nearly as significant.

### 2.5. The Affective Filter Hypothesis

The Affective Filter hypothesis captures the relationship between affective variables and the process of SLA by positing that acquirers vary with respect to the strength or level of their Affective Filters. This hypothesis thus describes the different affective variables that influence second language acquisition, such as personality, motivation, self-confidence, and anxiety. These variables affect raising or lowering the "stickiness" or "penetration" of any comprehensible input that is received. In summary, the acquisition will be more successful if the acquirer has low anxiety, high motivation and more self-confidence (Krashen, 1981). Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. The Affective filter was applied in identification of individual differences and how they affect the acquisition of SLA.

## 3. MATERIALS AND METHODS

### 3.1 Research Design

The current study used a descriptive survey design that utilises a mixed methodology. This type of design is used to find answers to the questions generated from the statements of the problem. According to Best & Kahn (1993) descriptive studies have an important role in educational research; they increase our knowledge about what happens in schools. A survey can be used to assess personality variables such as attitude and opinions about events, individuals or procedures (Wiersman, 1985; Gay (1992). A Survey, therefore, fits in assessing the teacher and learner factors that affects SLA. The study therefore combined qualitative and quantitative methods. According to Cresswel (2003; 2012) descriptive analysis provides simple summary about the sample and measures. In the present study, the researchers have identified,

described, explained and evaluated teacher factors that accelerate the acquisition of Second Language and determined ways of improving acquisition of English as a Second Language in primary schools, in Balambala Sub-County, Garissa County-Kenya.

### 3.2 Participants

The respondents of the study were 54 teachers and 68 pupils that were randomly selected from 11 schools. Balambala constituency has 33 schools hence 1/3 of 33 gave us a sample size of 11 school. The ages of the learners ranged from age 5 to 12 years. Standard 1 to 4 pupils were sampled since pupils in the lower primary were expected to be in the process of acquiring a second language having left their homes for the first time. Unlike pupils in the upper classes who are expected to be vast with a L2 or even a L3.

The researchers identified 11 schools in Balambala sub-county through stratified sampling as the study site because 99.9% of its residents are Somali native speakers. The people in this region are less exposed to other languages a part from the Somali language that is commonly used at homes, public places and even in places of work. Learners in other sub-counties of Garissa are more exposed to the other languages, whereby a good number of learners use the Swahili language as their L1. The researcher has also established that there exists a declining standard of performance in English at primary level and more so in Garissa county which should worry many teachers and stakeholders in education sector, because when primary children join secondary schools with poor English language they will continue with poor knowledge of the language.

### 3.3 DATA COLLECTION PROCEDURE

The researchers collected and reviewed related studies and literature to enrich their knowledge about the Second Language Acquisition. The researchers used library facilities and accessed the internet to search for articles relevant to the topic. The researchers gathered and synthesized all the relevant information they collected.

The researcher sought a research permit from the Ministry of Education through the National Council for Science, Technology and Innovations. The permit was presented to the County Director in order to be granted a letter of permission and introduction to school heads through the District Education Officer. In every school that the researcher went to collect data, the researcher formally sought permission from the head teachers before embarking administration of tools. The researcher also sought informed consent from all the participants. The participants were asked to let their parents sign the consent form.

The questionnaires were administered to teachers in different schools between 1st March to 5<sup>th</sup> March while interview schedules were held from 15<sup>th</sup> March to 19th March.

### 3.4 DATA ANALYSIS

Data was analysed both qualitatively and quantitatively. Items in the questionnaire were analysed quantitatively by grouping various teacher factors in percentages. A frequency distribution was used to analyse the results of the teaching and learning factors. The responses were expressed as percentages of the survey sample. The outcomes were tabulated. Data from interviews and observation schedule were analysed descriptively to complement data from questionnaires. The research instruments were sorted out to eliminate unusable data, interpret ambiguous

answers and verify contradictory data from related questions.

## 4. RESULTS AND DISCUSSION

### 4.1.1 Teacher factors that accelerate the acquisition of Second Language

The data collected through questionnaires revealed that for L2 learning to be successful various factors have to be considered and among them teacher factors. This section discusses teacher factors that accelerate L2 learning in terms of teachers personal factors, the influence rate of teachers knowledge, the influence rate of L2 teaching material treatment, the influence rate of teaching environment management, the influence rate of teaching evaluation way, the influence rate of teachers affective characteristics, influence rate of teaching style and the influence rate of teachers vocational affect and moral. Table 1 shows the influence rate of each factor as shown by the teachers:

Table-1

NO	Teacher factor	No influence	Influence	Great influence	Total no teachers
1	Personal factors	0	8	46	54
2	knowledge on L2 learning	0	6	48	54
3	Treatment of L2 teaching material	0	9	45	54
4	Teaching environment management	0	7	47	54
5	Evaluation of L2 learners	0	9	45	54
6	The influence rate teaching Style	0	12	42	54
7	The influence rate of Affective characteristics	0	10	44	54
8	The influence rate of teachers affective and moral and moral	0	9	46	54

Table 1 show that 54 teachers (100%) were aware of their own influence of personality on L2 learning. While 8 teachers (15%) agreed that there is an influence 85% agreed that teachers' personality has a great influence on L2 learning. This was further confirmed by their sentiments in interviews as shown by excerpts from the teachers that participated in the study:

- *My personality as a person and not a teacher has always affected the mood of my L2 class.*
- *My character as an L2 teacher determines the attitude learners have on English as a second language.*
- *I have always known that if I encourage my learners to learn and even speak English this impact on their own internal motivation.*
- *It is my duty to set a good learning environment that will arouse the interest of the learner in L2.*
- *When my learners see me eager or involved in the learning tasks they get interested in the L2 learning.*

From sentiment 1 to 5 sentiments the researchers conclude that L2 learning is influenced by teachers' personality or character. According to Krashen's model of SLA (1981) affective factors such as attitude and motivation affect L2 learning. Thus, a

teacher who can effectively arouse such factors in L2 learning through extrinsic motivation enhances the learning of L2. This results are in line with Ramege (1990) suggests that a teachers should enhance learner's motivation so that learners can positively and actively engage in learning until they reach their common target which is proficiency in L2. Thus, teachers personality character is of importance to L2 learning.

The second factor that was researched on through questionnaires was the influence rate of teachers' knowledge. Table 2 above shows 100% of the teachers know the importance of teachers' knowledge in teaching of L2. While 11% of the teachers agreed that knowledge influences the teaching and learning of L2 89% noted that knowledge as factor has great influence. Through open ended questions and interviews teachers had the following to say:

- *Having knowledge in English language and even in other subjects makes it easy for me to relate new concepts that I introduce to learners.*
- *A teacher who has extensive knowledge finds it easy to comprehend the learning materials.*
- *I can easily tell which teaching methodology I can use on a particular topic since I have enough teaching experience and knowledge in English language and other subjects.*

- *The key thing to do is to attract and sustain student's interest in learning L2 and this has to do with the knowledge you have.*
- *Teacher's knowledge affects the delivery of L2 content.*

From the data from questionnaires and interviews we conclude that teacher's knowledge of L2 knowledge and other subjects will have bearing on learners L2 learning. The study found that such a teacher is able to comprehend the content to be taught and breaks it down for learners.

Table 1 show 100% of the teachers agree that how they handle L2 teaching material affects L2 learning. While 17% of the teachers agreed that treatment of L2 material influences the teaching and learning of L2 83% noted that treatment of L2 teaching material has great influence. The following data from interviews complements the above data:

- *I always try to make the L2 material of teaching interesting and ensure that I meet my learners' needs*
- *I go for the material that will make learners active rather than passive.*
- *When am teaching reading skills I always start by what learners know. For instance when I was handling magic words or good manners I asked them to tell me some words in their mother tongue first.*
- *I have always made the teaching tasks meaningful.*

From the data above it is clear that the teacher has the responsibility of comprehending the teaching material and making it meaningful to the learners. This will therefore enhance learning of L2.

The results also show that teaching environment management has an impact on teaching L2. Teaching environment here refers to the interpersonal relation between the English teachers and the students. Table 1 above shows 100% of the teachers show the importance of teaching environment management. While 13% of the teachers agreed that managing the teaching environment has a bearing on L2 learning 87% noted that the same factor has great influence. The following data from interviews complements the above data:

- *A harmonious class has always made our relationship mutual and my learners interact freely. One thing I have always realized is that my mood affects the learning environment. When am kind and happy the learners participate fully. When the mood is tense the learners do not participate.*
- *I provide a teaching environment that will support learners' cognitive skills.*
- *I always provide a warm, democratic and supportive environment in which my pupils will feel free to use L2 language.*

From the above data, it is clear that a teacher is responsible for the teaching climate of the classroom and also for providing extrinsic motivation that arouses the learners' interest and enthusiasm to learn.

The study also sought to find out the influence rate of evaluation way. Table 1 above shows 100% of the teachers agree that teaching evaluation way affects L2 learning. While 17% of the teachers agreed that evaluation way influences the teaching and learning of L2 83% noted that evaluation way has great influence. The following data from interviews complements the above data:

- *Once you ridicule learners for breaking grammatical rules they shy from speaking L2.*
- *I avoid criticizing and creating fear in my learners when they create mistakes. And in this case my learners participate freely without fear of laughter or ridicule if they choose an inappropriate word or mispronounce words.*
- *Positive feedback to my learners always encourages them, so I will always praise them.*
- *Negative evaluation may hurt the self-esteem of the learner.*

From the above data, we conclude that evaluation creates the learning emotion. Therefore, teachers prefer to use or give pertinent evaluations that are not sharp or harmful. This finding closely relates to the teaching environment that should provide support to L2 learning.

The study also sought to find out the influence rate of teacher's teaching style. Table 1 above shows 100% of the teachers agree that the teacher's teaching style affects L2 learning. While 22% of the teachers agreed that teaching style influences the teaching and learning of L2 78% noted that teaching style has great influence. The following data from interviews complements the above data:

- *I use a strategy that enables a child to develop his or her own cognitive strategies.*
- *When teaching vocabularies my interest is language development so when I introduce a word I let the learners know the meaning.*
- *I allow learners to also learn through experience and so practical experience is important. This has always encouraged them to use L2 language.*
- *I ensure that my class is conversational through meaningful dialogues rather than question answer method.*

From the data above the findings reveal that teaching styles promotes the understanding of L2 learning. It is therefore important for teacher's to be both fields dependent and independent. Teachers should also make learners aware of styles that they can use to learn L2.

The study also sought to find out the influence rate of teachers' vocational affect and moral. Table 1 above shows 100% of the teachers agree that teachers' vocational affect and moral affects L2 learning. While 19% of the teachers agreed that teachers' vocational affect and moral influences the teaching and learning of L2 81% noted that teachers' vocational affect and moral has great influence. The following data from interviews complements the above data:

- Whenever I am eager during my L2 classes my pupils automatically become eager too to learn.
- I enjoy myself as a teacher of L2 and my classes are always interesting.
- I love my profession as a teacher of English and am always eager to meet my learners.
- I love teaching English and I always show enthusiasm when teaching it which arouses my learner's interest in L2.

From the data above, the findings show that it is important for a teacher to have interest in L2 since it is a basic premise to teaching well. Therefore, it is important for L2 teachers to show interest in their profession to arouse the learner's enthusiasm.

The study also sought to find out the influence teachers' affective characteristics. Table 1 above shows 100% of the teachers agree that teachers' affective characteristics influence L2 learning. While 17% of the teachers agreed that teachers' affective characteristics influence the teaching and learning of L2 83% noted that teachers' affective characteristics has great influence. 100% of the teachers' interviewed agreed that their mood in class had an impact on L2 learning. A happy and kind mood would have a favorable influence on learners. On the contrary, unhappy and strict mood would be unfavorable to the learners. Therefore, the affective characteristics of the teacher would play an important role in building extrinsic motivation to L2 learners. This is in tandem with Dornyei & Ushoda (2011) that found that teachers play a key role in enhancing learner's values and attitudes towards the language to be learnt.

#### 4.2 Ways of improving acquisition of English as a Second Language in primary schools

The study sought to find out the ways of improving acquisition of English as a Second Language in primary schools, in Balambala Sub-County, Garissa County-Kenya. Among the factors that were mentioned as some possible ways that would improve L2 learning and teaching are: teacher training, climate of the classroom, school support and social environment.

100% of the teachers under study noted that since the curriculum of L2 had changed to CBC they all needed an intensive, short-term in-service teacher training programme. The teachers had the following sentiments:

- *If we get more training it will increase our knowledge in teaching L2 within CBC*
- *We badly need training on pedagogical skills of teaching L2 within CBC*
- *Let training of teachers on how to handle L2 skills within CBC be part of social development.*
- *Training will improve our teacher quality*
- *We need training to improve our L2 knowledge in vocabulary, grammar and reading comprehension.*
- *For me I really want training in spoken English and conversational skills this will impact on my teaching on speaking skills and good habits.*
- *Since the design of the curriculum and textbooks has changed for lower classes we need to be exposed to the new curriculum and to interact with it.*
- *We need to be exposed to review, practice and skills of teaching L2 and even do some mock classes using the right methods.*
- *I really want training on learning knowledge of this CBC in L2 since it is my role to expose learners on the learning styles and strategies they need.*

The data above clearly shows the teachers need of training especially in CBC and specifically on how to handle L2. Thus, the government and educational policy-makers and practitioners should look for ways of improving teacher quality in L2, knowledge and pedagogical skills. The data also shows that the teachers believe that having training will have an impact on learner training.

Another factor that teachers considered as a way of improving L2 learning is climate of the classroom. According to Vrey (1984) climate of the classroom is the warm, interpersonal relationships with open communication, trust and acceptance. Through interviews the teachers had the following sentiments:

- *I create a warm environment where I interact freely in L2.*
- *A supportive environment which provides an integrative environment of L2 learning.*
- *An enthusiastic environment can improve learners' interest in L2.*
- *A teacher who is democratic and avoids competition in L2 class creates a very warm class.*
- *I create a relaxing environment where I encourage learners to use English without feeling that English is difficult.*
- *I create a supportive environment by being kind to the learners and I pay attention to what they ask about English both inside and outside the classroom.*

From the above responses it is clear that the classroom environment has significant effect on L2 learning. For example, the teachers above agree that learners and teachers interaction in a classroom, as part of environment, promotes L2 learning. All the factors

mentioned by participant 1 to 6 aim at building effective classroom environment which seem to have great impact on second language learners. An effective classroom environment also heightens the learners' motivation as mentioned by participant 3: (*An enthusiastic environment can improve learners' interest in L2*).

100% of the teachers under study also noted the importance of schools support in teaching and learning of L2. The teachers noted that schools are supposed to support the language department in various ways in order to enhance the learning and teaching of English language:

- *The school should support the language department by providing the right learning and teaching materials.*
- *The school should also provide newspapers for learners and finance symposia where our learners can interact freely.*
- *The timetable should allocate extra time for drama and debate time where learners can use L2 language freely.*
- *Learning L2 can also be made interesting if learners can engage in language games on the computer.*
- *The schools should provide visual materials and videos that learners can watch to improve English skills.*

This data above shows that more teachers recognize that school support in terms of teaching materials such as newspapers, textbooks and video tapes may enhance the teaching and learning of L2. The teachers also observed the use of computer games, debates, drama and video may expose the learners to contemporary issues and enhance their communicative skills.

Another factor that may improve the teaching and learning of L2 from the data collected is social environment. Vrey (1984) observes that Social environment has a tremendous influence on linguistic development and that linguistic ability and vocabulary extension is closely related to the socio-economic status of the family. The teachers' responses below show the impact of social environment on L2 learning:

- *A child in an environment encouraging the use of language will grow more proficient*
- *Mothers should encourage learners to use L2 even at home.*
- *The family background of the learner should encourage the learner to speak through L2 when playing and even by watching children's programs on TV.*
- *Children who get parental support in terms of extra materials such as text books and revision books always have an advantage in L2 learning.*

- *Parents should also provide extra lessons for their children.*
- *In Garissa County the social economic status of most parents is low so children lack extra learning material that parents should use as a way of motivating them to learn for this promotes effective learning.*
- *The children whose parents support their verbal activities at age 3 to 10 develop L2 quickly as compared to those parents who cannot even speak L2 itself. That is the situation here in Garissa. Few parents can speak English.*

The data above reflects the teachers' thoughts on how the social environment may provide differences in language development and usage. A child who may get support from family in terms of material support and the opportunity to use L2 may acquire L2 proficiency faster than the one who does not get support. From the data above, the study concludes that social environment is a factor in L2 since a language learner may acquire L2 knowledge from a natural setting apart from formal setting.

## 5. CONCLUSION

The current paper was designed to examine the teacher factors that influence Second Language Acquisition in primary schools in Balambala Sub-County, Garissa County-Kenya. The study concludes that there are many teacher factors playing a part in the acquisition of a second language and that a combination of them enhances L2 learning. The study concludes that motivation of the teacher would appear to be more significant as compared to other factors. Thus, both the teachers and administration should aim at enhancing the level of motivation and to create positive attitude in the learners. Personality factors of the teacher such as self-esteem may influence the learner's motivation to learn L2 and the attitude towards L2. The study found teacher training, climate of the classroom, school support and social environment as factors that may improve L2 learning. Therefore, teachers need of training especially in CBC and specifically on how to handle L2. The government and educational policy-makers and practitioners should look for ways of improving teacher quality in L2, knowledge and pedagogical skills.

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