

**A STUDY ON FACTORS THAT INFLUENCE ENGLISH LANGUAGE ACQUISITION  
AND DEVELOPMENT IN PRE- SCHOOL CHILDREN IN DAGORETTI DIVISION,  
NAIROBI COUNTY.**

**HARON ONGERI MOCHOGE**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT OF DEGREE IN BACHELOR OF EDUCATION IN EARLY  
CHILDHOOD EDUCATION IN THE DEPARTMENT OF EDUCATIONAL  
COMMUNICATION AND TECHNOLOGY, UNIVERSITY OF NAIROBI.**

**2008**

## **Declaration**

This research work is my original work and it has never been submitted to any other institution.



.....

**HARON ONGERI MOCHOGE**

This research project has been submitted for examination with my approval as the University Nairobi supervisor.



.....

**Dr. Ngaruiya**

Department of Educational Communication and Technology, University Of Nairobi.

## ABSTRACT

This project work was about English Language Acquisition and Development in children in Dagoretti Division. The researcher was guided by the following variables: home environment, methods of teaching, teacher's training and qualification, and first language. The researcher used descriptive survey design method covering a sample of 100 out of 3130 target population. The data collecting instruments were questionnaires, observation and interviews. The researcher presented and analyzed data using quantitative and qualitative analysis via various statistical measures which included: calculations, tabulation of data and presenting data in pie-charts and graphs. The report concluded with a summary of the findings, conclusions and recommendations.

The findings of the study were: teacher's training and qualification was the one with most influence on ELAD, 50% of the respondents pointed-out that trained and qualified teachers possessed rich knowledge and experiences from their course of training which empowers them with skills of teaching children English language. It was followed by methods of teaching English language represented by 30%. The respondents were of the opinion that good teaching methods led to success in ELAD. Home environment was third with 15%. Respondents believed that early exposure to English language facilitates quick acquisition and development in it, and this happens within the family, the child's first conduct to the outside world .i.e. his/her environment. The least in the four variables researched on, first language had no much influence on children's acquisition and development of English language. It was ranked last with 5% compared to other factors that influence ELAD in children. The respondents believed it influenced English language both positively and negatively. Those for it argued that it acts as a child's reference dictionary of understanding .i.e. from known to unknown; while those against it based their arguments on oral part of English language .i.e. pronunciation and construction of sentences. The four variables: home environment, methods of teaching, teacher's training and qualification, and first language play an important role in ELAD. All the stake holders in children's upbringing should play their roles effectively to ensure they acquire and develop both their first language and second language i.e. English because they need it for their daily life.