

**ESL LEARNING MOTIVATION ANALYSIS FOR STUDENTS IN LANGATA
SECONDARY SCHOOL, LANGATA SUB-COUNTY, NAIROBI KENYA**

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**A research proposal submitted to the Tangaza University in partial fulfillment for the
requirements for award of a Bachelor of Education degree**

**SCHOOL OF EDUCATION, TANGAZA UNIVERSITY
(A Constituent university of the Catholic University of East Africa)**

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DECLARATION

I, the undersigned, certify that the research included in this project is entirely my own and has not previously been submitted for academic credit to any other organization.

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This research project has been submitted for examination with my approval as the research_coordinator.

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DEDICATION

This work is dedicated with heartfelt gratitude to everyone in my life. I say a big thank you to the brothers of the Christian schools of Congo Kinshasa, in particular to the very dear Brother Visitor Pie Nsukula for the trust placed in me. May God bless your mission and way.

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LIST OF ACRONYMS AND ABBREVIATIONS

BED: Bachelor of Education

CUEA: Catholic University of East Africa

EAC: Easter African Community

ESP: English for Special Purpose

FL: First Language

R.P. Received Pronunciation

ABSTRACT

This study set out to investigate motivation to study English as a second language among students in Langata secondary school, Nairobi County. Specifically, this study sought to establish whether the students' motivation is either integrative or instrumental. The study adopted a descriptive survey approach. The study was conducted at Langata secondary school within the Langata sub-county of Nairobi County. The study used a five-point Likert scale adapted from Gardner's (2014) Attitudes and Motivation in Second Language Learning Questionnaire. The items for the questionnaire were selected to suit the study population and research objectives. Fifty students from forms three and four were selected for the study. Data was collected through self-administration of the questionnaire. Using Excel, the data was analyzed for mean scores on responses made by students to determine the levels of integrative and instrumental motivation. The study found that students in the study population were more instrumentally motivated than they were integratively motivated. However, the students agreed that they were both integratively and instrumentally motivated to learn English through the high scores assigned to both forms of motivation. The study recommended that teachers need to tap into the students' motivation to devise innovative teaching approaches that will sustain student interest in learning a second language.