THE INFLUENCE OF MOTHER TONGUE ON LEARNER'S PERFORMANCE IN WRITTEN KISWAHILI AT PRIMARY LEVEL: A CASE STUDY OF MIGORI COUNTY, MIGORI DISTRICT

BY
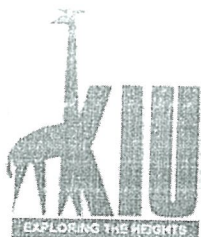
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BED/30834/102/DF

A RESEARCH SUBMITTED TO COLLEGE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF ARTS DEGREE IN PRIMARY EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

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COLLEGE OF EDUCATION, OPEN, DISTANCE AND e-LEARNING
MARKING GUIDE FOR STUDENTS' RESEARCH REPORTS

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TITLE OF REPORT: THE INFLUENCE OF MOTHER TONGUE ON LEANERS PERFORMANCE IN WRITTEN KISWAHILI AT PRIMARY SCHOOLS A CASE STUDY OF MIGORI DISTRICT, MIGORI COUNTY.

Major Areas	Required	Marks	Examiner's assessment
Preliminary Pages: Properly written Title page, Declarations, Dedications, Approval and Acknowledgements. Table of Contents, List of Tables, and Figures and Abstract.	The candidate should present the work in an organized manner and the title page should match the text.	5	03
Chapter One Background of the Study Problem Statement Objectives Scope and Significance of the Study	The candidate should indicate the historical/conceptual background and the context of the study. The background should be specific, identify the gap to be filled. The objectives should be clearly indicated. The significance and scope should be stated. Candidates should indicate to which people the study will be helpful and how.	10	07
Chapter Two Review of Relevant Literature	Review of relevant literature should be in line with the variables and identify existing gaps.	10	07
Theoretical Framework/Conceptual Framework/Research Questions, Hypotheses.	The conceptual framework theoretical framework should indicate the interaction of the variables. The intervening variable should also be stated.	10	07
Chapter Three: Methodology Research Design Population Sample and Selection Methods Procedures for Data Collection	Candidates should indicate and justify the design used. The candidate should indicate the population, the sample size, the methods and the instruments used. The method of data analysis should be clearly stated.	10	08
Chapter Four Data Analysis Presentation and Interpretation of Results.	The candidate should indicate the results as per the objectives; there should be a systematic flow of the findings. Each objective should be analyzed.	20	15
Chapter Five Discussion Summary Implications for theory and research Implications for practice Conclusions	The candidate should indicate the major findings and highlight the alignment or otherwise within the previous findings. Implications for research and practice should be identified.	30	15
Reference and appendices	An appropriate format should be used to write the references and all the necessary information should be appended.	5	04
Overall assessment out of 100%			66%

Principal CEODL

"Exploring the Heights"

DECLARATION

I **Okoyo Akinyi Lillian**, declare that this report is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistence.

Sign:...................................

Okoyo Akinyi Lillian (Student)

Date:......30 – 4 – 2013.........

APPROVAL

This is to certify that the research was supervised and is now ready for submission to the academic board for consideration and approval.

Sign:......................................

Mr. Oketcho Pius
Supervisor

Date:..1/05/2013.........

DEDICATION

I dedicate this work to my beloved husband Magga, my mother Marren Okoyo, my son Mervyne Morgan, daughter Monsayvonne Monique for their support and understanding during my period of study not forgetting all those who constantly wished me success.

ACKNOWLEDGMENT

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I would also like to appreciate Mr. Oketcho Pius who assisted me in this research making. His kind criticisms, patience and understanding assisted me a lot.

Finally, I would like to acknowledge my headteacher Mr. Okello David for the support he has rendered to me during my study period.

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ACRONYMS

L1   :   First Language

L2   :   Second Language

LAD   :   Language Acquisition Device

MT   :   Mother Tongue

SPSS   :   Scientific Package for Social Scientists

ABSTRACT

This project is about the influence of mother tongue on learners' performance in written Kiswahili at primary level in Migori County, Migori district.

Questionnaires were designed and used to get primary data; where by respondents were required to answer the questions, the researcher conducted face to face interviews with pupils and teachers on issues pertaining to the influence of mother tongue on learners' performance in written Kiswahili at primary level.

During the study the researcher found out that there is an influence of mother tongue on learners; performance. It was also found out that most pupils speak Tholuo both inside and outside the class and this has had negative influence on both written and spoken Kiswahili.

In conclusion it was found that there is significant relationship between mother tongue interference and learners performance in written language at primary level. Among the recommendations given by the researcher were teachers should be strict and self conscious about the influence Tholuo has on learners' written Kiswahili. Pupils should also be encouraged by their teachers of Kiswahili to get used to the reading culture.

CHAPTER ONE

1.0 Introduction

This chapter aims at introducing the problem under study. It is classified as background of the study, statement of the problem, study objectives, research questions, scope of the study and significance of the study.

1.1 Background of the Study

Kenya as a country under the influence of the former British colony originally, used Kiswahili as the major medium of communication. It is used as a national language. According to the ministry of education and sports, it is one of the compulsory subjects taught in the schools in the curriculum. In both private and government schools, Kiswahili is used as a medium of instruction and communication in teaching and learning process of other subjects. In this respect one would expect to find a relatively better academic performance in Kiswahili at primary level.

However basing on the general observations of the educational output in Kenya and most specifically Migori County, Migori district, a good number of pupils who crossover from government aided schools to private primary schools, have proved a big problem in the performance of written Kiswahili. This implies or shows that there are a number of factors which affect the learners' Performance in Kiswahili and possibly or perhaps the creation of conducive learning environment in schools.

The major concern here is to investigate how mother tongue influences learners' performance in written Kiswahili and how teachers including other factors contribute to this occurrence.

1.2 Statement of the Problem

The purpose of the government intervention in imposing the teaching and learning of Kiswahili in all schools is to produce a comparatively more literate population with the basic language skills especially in reading and writing, ease communication, leading to the economic development of the country.

However experience shows that fewer learners were pursuing literature in Kiswahili at secondary level.

The study therefore is to establish the influence of mother tongue on learners' performance in written Kiswahili at primary level.

1.3 General Objective

The study is basically intended to find out the impact of mother tongue (M.T) on the performance of written Kiswahili at primary school.

1.4 Specific Objectives

The objectives of the study are as follows;

i.   To establish how mother tongue affect the performance of learners in written Kiswahili in Migori County.

ii. To find out the effects of mother tongue on the performance of learners in written Kiswahili in Migori County primary schools.

iii. To analyse the strategies to minimize mother tongue effects on the performance in Kiswahili in Migori County primary schools.

1.5 Research Questions

i. How does mother tongue affect the performance of learners in written Kiswahili in Migori County?

ii. What are the effects of mother tongue on the performance of learner in written Kiswahili in Migori County primary schools?

iii. What are the strategies to minimize mother tongue effects on the performance in Migori County primary school?

1.6 Scope of the Study

The study will be undertaken in Migori County in Migori district, western part of Kenya.

The study investigates on how the mother tongue influence affects the performance of written Kiswahili at primary level in Migori County. It examines the written language and factors affecting writing. It is also analyses the strategies to minimize mother tongue effects on the performance in written Kiswahili. Then the summary, conclusion and recommendations will be given.

1.7 Significance

The study will help to;

i. Enable pupils to recognize and realize how mother tongue affects their written Kiswahili.

ii. Help subject teachers to appreciate the relationship between pupils' mother tongue and Kiswahili, therefore be able to design strategies that may enhance correct written Kiswahili for better performance.

iii. Foster headteacher and departmental heads to design and develop programmes which promotes writing hence academic achievement in written Kiswahili.

iv. Benefit stakeholders such as parents to encourage their children to aim at both spoken and good written Kiswahili.

v. The inspectorate department at the district education offices will have a blue print shaping and improving the academic performance of schools.

vi. The study will act as a stepping stone for further research on the academic performance of primary schools, not only Migori County primary schools but in Kenya as a whole.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is concerned with reviewing the literature related to mother tongue influence on learners' performance in Kiswahili at primary level in Migori County, Migori district.

Among other things it includes the theoretical basis for the study language writing, factors affecting writing and effects of mother tongue in written Kiswahili.

2.1 Theoretical basis for the Study

The first language acquisition is an unconscious process and according to mentalists theory they state that is a natural process which is limited to human beings only.

The acquisition of the first language involves tow destructive skills. These are the ability to produce speech in a spontaneous way and the ability to understand the speeches of others. After the mastery of the first language (L1) of people find it necessity to acquire a second language (L 2).

It is clear that a person's mother tongue is distinguished from any other language that may be acquired. In this case foreign language is a language that not a native language in a country like Kenya and the second language is commonly used in this way.

A number of languages have been advanced about the need for a second language. In the context of this study, Kiswahili is the language stressed mostly.

Kiswahili is a language which is widely spread and in Kenya it is the major medium of communication and instruction in a classroom situation with an exception of the Thematic Curriculum.

David (1997) in his encyclopedia of language says that; children learn to speak in a popular view by copying the utterances heard around them and by having correct responses strengthened by the repetitions, corrections and other reactions that adults provide.

Jean (1980) on his cognitive views of language acquisition says; linguistic structures will emerge only if there is an already established cognitive foundation for example before children can use structures of comparison, they need first to have developed the conceptual ability to make relevant judgment of sizes.

Second language learners should posses a series of rules and habits of target language. This may be natural to first language learners. Just as the first language acquisition process is second language learners too use the natural, process of language acquisition on top of urging set rules of the language. The rules develop gradually as the child grows until he/she is able to internalize them. In order to be able to use Kiswahili language, learners should know these rules.

Researcher in second language acquisition has always looked for the similarity in first and second language acquisition. They have usually looked for similar order of grammatical morphemes of Kiswahili by second language learners. In their hypothesis testing, they felt that this would show that first language and second language acquisition were in similar process following the same development path ad using comparative strategies.

Dick (1988) says; "Language" is more than a vehicle for communication because it has evolved in particular circumstances, it is also a rich cultural expression illustrated its words,

idioms and its whole orientations. When a person has mastered spoken language and written forms of language he can confidently communicate with others from researchers, every human being must undergo the stages of growth and development. Before language learning takes place, an infant uses its own mother tongue which is acquired unconsciously.

Two major schools of thought came up with different views about language acquisition. The behaviourists argue that language acquisition is just a form of behavioural. One of the proponents us skinner while mentalists believe that language acquisition is not merely a form of behaviour but there is a complex system of rules and that can individual must have an innate capacity to a language which is called the language acquisition device (LAD).

Elman et al (1996) argues that "language emerges from mere cognitive abilities such as ones used in motor control and perception but even these theorists assume that at least some of these abilities are in built part of our genetic heritage.

The process of second language acquisition is in depended to the first language compassion is always based on the child's learning in mother tongue and second language learners in light of the study it is Tholuo Kiswahili.

Steven in his book of psychology states that; "it is difficult without knowing exactly what language learning is, to estimate how much time a child spends some have argued that it is a pre-occupation of his whole working days others that he is also busy doing things which are not language.

Estimating the amount of time spent on a language depends on informal and formal learning structures if the first and second language acquisition have something in common in terms of language acquisition process, it is mist likely that the learners will confuse, the rules and end

up generalizing them. This automatically brings about mother tongue interference which can be in form of structures, pronunciation direct translation and spelling mistakes.

Other reasons have been advanced as to why errors are common. In error analysis, Wagner (1975) says; "persistent errors may be to some inherent difficulty in the new language transfer from mother tongue, limited exposure to a good and consistent model of new forms, lack of penalty in form of communication, failure or laziness".

The reasons as to why errors occur within the learners remain the question most people ask.

Snow and Ferguson (1977) argues that; "the child says "me want milk and you" answer "I want milk". The problem here is that children have a way of ignoring or missing the point of the expansion.

Brown and Hanlon (1969) says, "Parents do however, alter the way they speak with their children learning a language which may possibly make language rules easier to acquire." This affirms that the parents are the modes from which the children learn from the first language from homes.

2.2 Language Writing

According to Houghton Meffin Company (1972) he says writing is a collection of written or printed in a surface as a means of communication. In writing, words are used as a means of expression. The art of writing makes people to acquire the real worlds for expression as stated by David Crystal.

Writing helps one to communicate with the reader and to express ideas easily. Learners are therefore to learn the art of writing Kiswahili words.

Huns P. Guth in his book of American Kiswahili today (1980) says writing is genera fly more formal than speech. What we unite down is generally more important than what we merely mention.

It is usually intended for a larger audience. Formal written language indicates that we are taking our subject and our audience seriously. The art of writing helps the learners to become conversant with the correct structures and grammar which the teachers reinforce. This leads to the development of new language within the learners in attempt to express meaningful ideas.

According to Henry (1981), for the most part, children come to school with the ability to speak in at least one language and occasionally more. In this case the teachers' job is not so much to teach the skill but to develop it. This does not apply to the teaching of as a second language which is not the mother tongue.

On the other hand the skill of writing may have to be taught in school from scratch from the very beginning.

There is a relationship between written and spoken language in ordinary life. We can listen to ideas and then be required to respond. As earlier discussed language is a means of communication.

According to Dick, language is however more than a vehicle for communication because it has evolved in particular circumstance.

It is much easier to learn how to speak a language than it is to learn how to write it. Learning to speak is a natural phenomenon but writing requires much training and practice. Once must be equipped with correct language structures like grammar, vocabulary and syntax. Written

language doesn't have the benefit of using gestures and other non linguistic lectures, but needs proper punctuation, sentence patterns and correct spellings.

Writing is quite, different from speaking. It is logically presented. Written Kiswahili is purposeful to the learners. It can be used for essay writing in classrooms, examinations or report writing and other work that may require written communication. In our school environment today, language usage is what most learners use to judge competence and performance.

This may be true to some extent but since language acquisition is more natural there is need to have lexical items in order to become a good writer. To write perfectly, one needs to have the structure concepts of the language like syntax.

2.2.1 Some other acceptable rules

These rules confuse most second language learners and in this study, it is most likely that pupils will be prompted to use the Tholuo structures to make Kiswahili sentences. The study is set up to find out that relationship.

2.3 Factors Affecting Writing

It is very hard for a learner who is learning to write a foreign language to be perfect if teachers expect this from their learners, and then they have nonrealistic. If perfection is to be attained, there must be a great deal of reinforcement. Tom and Elis (1990), we can not expect a pupil to speak or write Kiswahili accurately until he has mastered. The individual structures that makes up that language.

For beginners, there s over generalization of rules and littler exposure to written work, affecting writing. Yet in a classroom situation, there is a lot of individual differences inform

of age ability intelligence and cognitive development. This plays a big role in writing performance. To be efficient in writing, learners have to do a lot of practice. It is very easy to forget lexical items which bring about errors. Environment also plays a role in the nature of a learners' competence in language writing.

In view of the study, learners are exposed to a society that uses Tholuo and it is the mother tongue of most of them. Some errors in Kiswahili writing reflect the heavy use of Tholuo.

If the learners are not careful these mistakes may become part of them. There is a great need for motivation of effective writing is to take place. Learners are sometimes careless and they end up making unnecessary errors. Basing on the above note, teachers should try as much as possible to use better methods of teaching geared at making their learners competent writers. Poor teaching methods may deter writing competence.

2.4 Effects of Mother Tongue in Written Kiswahili

It is quite difficult to separate the mother tongue from the second language. Learners always transfer some linguistic structures of their mother tongue and translate them directly in written Kiswahili. Learners of the second language are already conversant with their mc4her tongue. In view of this research study, learners have a great grip of Tholuo and in trying to teach them Kiswahili problems are expected to arise. The first language interference may not be great but it should still be treated with great care.

The behaviourists say that language acquisition is first habit formation therefore in trying to learn new language, there must be mother tongue interference. The lexical structures of Kiswahili are quite different from those of the mother tongue and learners always try to make direct translations from them to Kiswahili. We should however know that there is need to

know and develop a language despite the fear of interference and there must be factors that lead to development of mother tongue or any other language.

Lennerberg (1967), language first or second does not develop in a vacuum. The most extreme or innate view about language development ascribe an important role to environmental factors while it is assumed that children have an innate capacity to acquire a language. It is also assumed that there exist at least two basic factors which contribute to success of the first or second language.

In this argument, Lennberg says that the first is the accessibility of the learner to the social environment in which the language is used.

In view of the study, the learners are sampled from their social environment where Tholuo is most spoken. However the second language learners have to use the language for communication so the learners of Kiswahili in this study use it most of the time in a classroom situation which is quite different from their immediate environment.

It is therefore most likely that the learners will use Tholuo more as compared to Kiswahili and at the end this will affect their language writing. According to Watt (1978), lasting mistakes of errors occur due to some inborn issues in the new language transmission from mother tongue and exposure in the environment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the extent to which Tholuo as a mother tongue affects the performance of pupils at primary level with emphasis on writing language. It also gives a description of a number of items including the area of study, the sampled schools population subjects on which the study is conducted and the instruments used in data collection. Information about the criteria for subject sampling methods used for data analysis and the procedure for carrying out the study is also included.

3.1 Research Design

This study used qualitative methods to investigate the influence of mother tongue on learners' performance in written Kiswahili at primary level.

3.2 Study Area and Population

The study was conducted in Migori County, Migori District. The residents of Migori County are of mixture of a lot of tribes and races but the area of study is dominated by Tholuo speakers. A lot of immigrants from other tribes in the outskirt of Migori are influence to speak Tholuo and basing on this their children adopt Tholuo as the first language.

Population considered were samples from Lichota Kojwang primary school, Ngege primary school, Witharaga primary school and Nyamware primary school.

3.3 Sample Framework

3.3.1 Sample Size

A total of 50 respondents were interviewed. These included pupils of 2012 primary six learners and these were chosen because the researcher thought that by the time of carrying out research primary seven were busy preparing for their mid term examinations.

3.3.2 Sampling Technique and Procedure

According to Mutai (2001) in purposive sampling, the researcher handpicked the cases to be included in his sample on the basis of his judgment of their typical in terms of their current enrolments. It is through this method that would came up with sample that was satisfactory to his research problem.

Systematic sampling was used to select learners from each school by the use of class registers depending on the number of learners in the class register. Every third (or forth) learners were selected for inclusion in the sampling depending on the number of learners in the class. Simple random sampling was used to select the respondents.

3.4 Methods

3.4.1 Instruments Used for Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on the influence of mother tongue on learners' performance in written Kiswahili at primary level. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some children, parents and teachers in the rural and urban areas so that the researcher could compare and contrast data given on the influence of mother tongue on learners' performance in written Kiswahili at primary level in the two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents background, the school enrollment, the influence of mother tongue on learners' performance in written Kiswahili at primary level.

3.4.2 Sources of Data

Primary source of data

This was got through the use of self administered questionnaires and interviews.

Secondary data

Text books and other related works of outstanding scholars whether Published, Magazines, Written data sources included published and unpublished documents, agency reports, newspaper articles, Internet sources and so forth was referred to so as to give more light on issues of the influence of mother tongue on learners' performance in written Kiswahili at primary level.

3.6 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about the influence of mother tongue on learners' performance in written

Kiswahili at primary level and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.7 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed, and the researcher was in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.8 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump some as she had to find herself.

Problem of distance between the researcher and her supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the researcher was required to attend to her academic work.

3.9 Delimitations

This research which was facilitated by the following favourable factors;

Since the researcher was a resident of the area, she had accommodation hence less expenditure.

The researcher being a resident was familiar to the people from whom she obtained information. The researcher did not find problems in transport because the infrastructure is good.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This deals with analysis and interpretation of the data collected. It includes discussion of the questionnaire ad interview results.

The data was based on the two hypothesis stated at the end of the chapter two and are presented in tables.

4.1 Demographic Characteristics of Respondents

Table 1: Sex of the respondents

Sex	Frequency	Percentage
Male	40	80
Female	10	20
Total	**50**	**100**

Source: Primary source 2013

The study covered 50 randomly selected a respondents of whom 40 are males and 10 are females who were teachers.

4.2 Analysis and Interpretation of Data for Hypothesis One

The first hypothesis which the study follows was teachers and pupils of Migori primary school on the influence of mother tongue in writing Kiswahili.

To test this hypothesis, two sets of questionnaires were administered for teachers or an interview schedule for pupils was provided.

The findings were presented as follows;

How mother tongue affects the pupils' performance in writing Kiswahili?

Table 2: Does mother tongue affect the performance of learners

Response	Yes	Somehow	No	Total
In writing Kiswahili at school	5	2	2	9
In spoken Kiswahili at school	3	6	0	9
In schools daily activities	3	3	3	9
Total frequency	11	11	5	27
Percentage	**41**	**41**	**18**	**100**

Source: Primary source 2013

Table 3: Hypothesis how often teachers teach writing skills in Kiswahili

Response	Everyday	Twice	Once	Total
When do teachers teach writing?	2	32	10	44
Do the teachers teach writing Kiswahili effectively?	10	9	01	20
Are pupils always corrected when they go wrong?	03	11	16	30
Total	15	32	27	94
Percentage	**16**	**55**	**29**	**100**

Source: Primary source 2013

From the teachers' questionnaire a number of observations were made by the researcher. Most teachers in the sample schools of study teach the writing skills once or twice a week. Among the methods used for writing the dominant ones are letter writing and composition writing based on set topics, used of comprehensions and the teaching of grammar.

It was also observed that text books topics for writing passages, chalkboard and pictures are major sources of materials during the writing of lessons. Learners are given sorted passages to read. They also write compositions on given topics by the teachers.

4.3 Discussion of Results

General Findings

From the observations Tholuo has an impact on the performance of pupils of Kiswahili at primary level. The relationship between the two variables therefore exists. The evidence is clearly indicated from what the subjects wrote in their Kiswahili language evaluation test. In analyzing their work, some of the constructions made by the pupils were drawn from their experiences of their meaning in the compositions. This direct interpretation of words and sentences from Tholuo to Kiswahili was very common.

One pupil in his composition wrote "When the prayer was about to enter the ball in." Such a sentence would sound gramrnatically correct but it is semantically wrong. In Tholuo the word "enter" is "dongi" but it can be used under situations.

It can mean to go in or join, so the pupil transferred the word and meaning directly. In addition to that, pupils made errors in the use of prepositions. They were either wrongly placed or incorrectly used.

According to Dulay and Burt (1974), the first language lays the foundation when assessment on performance in a second language learning.

During the research about the topic understudy, it was important to seek for necessary information from teachers arid the respondents were qualified teachers.

The assumption that pupils did not have qualified teachers was inapplicable as far as Kiswahili language writing and teaching was concerned. Most teachers who were involved in the research had spent over eight years in the field.

Some of the teachers depicted that teaching Kiswahili was enjoyable whereas others revealed that it was difficult. Most of the complaints arose from lack of text books of Kiswahili. Another serious problem was the heavily populated classes. The above mentioned reasons made some of the language teachers to lose interest in teaching the subject. They taught without considering all the skills. The four skills of Kiswahili are listening, speaking, reading and writing.

The results in teaching Kiswahili showed that some of the skills were taught either in isolation or irregularly. The writing and listening skills dominated and this was attributed to lack of reading materials and pupils' fear for self expression in Kiswahili. The researcher discovered that the widely used language outside the classroom and school environment was Tholuo. This too greatly contributed to mother tongue interference in the government aided schools where explanations are not clear to pupils teachers use "Tholuo" as a medium of interaction.

Besides lack of text books and dominance Tholuo teachers revealed that same pupils hate Kiswahili language. This was attributed to the poor background they had right from lower levels of learning Kiswahili language.

On this note, it has become difficult for pupils to perform well in written Kiswahili and it has also given room to great mother tongue interference, rendering the null hypothesis significant.

about mother tongue interference and second language learning like Dutay and Burt (1974).

5.3 Recommendations

Teachers should be strict and self conscious about the influence Tholuo has on learners written Kiswahili. It can be done by teachers encouraging their learners to speak Kiswahili and they themselves should avoid explaining certain expressions in their mother tongue during Kiswahili lessons. Learners need to be motivated and educated about the dangers of mother tongue on their performance in written language, common errors should b e identified and corrected immediately.

Pupils should be encouraged by their teachers of Kiswahili to get used to the reading culture. They should be given extensive reading materials. Teachers can use the headteachers to encourage parents to buy personal textbooks for their children. This can enable children to develop a culture of reading and improve on their written Kiswahili.

Activities such as writers' clubs, debates, drama and essay competitions should be encouraged to improve on effective writing. Learners should be motivated by teachers.

Teachers of Kiswahili should hold workshops for language either at school level or countrywide. Refresher courses be organized to equip teachers with new innovations.

The headteachers should liaise with parents to make them follow up their children's performance. They should be sensitized to provide their children with materials such as text books, newspapers, magazines and supplementary readers.

The headteachers in conjunction with parents should give prizes like a dictionary to learners who perform well in Kiswahili.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 Introduction

After a detailed discussion of the findings of the study a summary of the study, conclusion and general recommendations were made.

5.1 Summary

The researcher used both teachers and learners in four selected schools. The learners were specifically primary six pupils. They were given to write a composition in Kiswahili. It was aimed at testing both the mother tongue and Kiswahili language. The results expressed the relationship between mother tongue and Kiswahili.

On the other hand language teachers were required to fill in a questionnaire. The results of the findings were presented and discussed in chapter four.

5.2 Conclusion

From the findings of this study the following conclusions about the impact of Tholuo mother tongue on learners' performance in written Kiswahili language at primary level were made;

There is a very significant relationship between mother tongue interference and learners performance in written Kiswahili at primary level. From the about conclusion Tholuo therefore has an impact on learners' performance in Kiswahili.

As a mother tongue, Tholuo a greatly affects the four main areas of written Kiswahili language that is semantics, syntax, lexis and morphology. The conclusion is based on Tholuo as a mother tongue but it is in line with research findings from some researcher

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed objectively to assist in providing necessary information about the performance of pupils in written Kiswahili. It will be confidential information.

Please tick in the provided boxes and fill in the black spaces with necessary information.

1. School: ....

2. Sex: Male: ☐   Female: ☐

3. Qualification: BED ☐   Dip. Education ☐   Certificate ☐

4. Teaching Experience ....years

5. Comment on the relationship between the mother tongue and written Kiswahili.

   ....

   ....

6. Arrange the four language skills in order of four preference.

   ....

   ....

   ....

   ....

7. How many times do you teach the writing skill per week?

8. Which approaches can promote good performance in written Kiswahili?

9. How do parents show concern about children's performance in Kiswahili?

10. What is your attitude towards the teaching of Kiswahili

    Enjoyable   ☐

    Easy   ☐

    Difficult   ☐

APPENDIX B: BUDGET

ITEMS	COSTS IN KShs.
Stationary	2,000
Printing / binding	1,000
Facilitation /meals	2,000
Transport	5,000
Miscellaneous	2,000
Total	**12,000**

APPENDIX C: WORKPLAN

November 2012	1st week	Development of Proposal
	2nd week	approval
	3rd week & 4th week	Collection of data
April 2013	1st & 2nd week	Presentation, analysis of data collected
	3rd week & 4th week	Submission