

**THE INFLUENCE OF MOTHER TONGUE AND PERFORMANCE
OF LEARNERS IN ENGLISH LANGUAGE IN KIVAA
PRIMARY SCHOOL IN MASINGA
DIVISION, YATTA DISTRICT
-KENYA**

BY

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DECLARATION

I declare that this research report is my own work and it has not been presented to any other university for any academic award.

Sign:.....

Date: 24/5/09.....

LILIAN MWONGELI MWANZA

APPROVAL

This research report has been submitted for examination with my approval as a university supervisor.

Sign:.....

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DEDICATION

I Lilian Mwangeli Mwanza hereby, dedicate this research report to my beloved brother husband Joshua Mulinge Munandi and children that is; Victor Munandi, Esther Ndanu.

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Completion of this work is as a result of both explicit and support of many people to whom I owe acknowledgement. First and foremost, in a special way, greatly indebted to my beloved parent that is; Mummy Susan M. Mwanza and Daddy Sammuel Muthembwa without their financial and moral support; I would never have made it through KIU.

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ABSTRACT

This study was carried out with an aim of finding out the influence of mother tongue and performance of English language in Kivaa Primary school in Kenya. The study objectively sought; to find out how mother tongues influence on the students' performance in English language in Kivaa Primary school in Kenya, to identify reasons as to why different students with different mother tongues perform differently in English language in Kivaa Primary school in Kenya, to classify the different mother tongues in relation to English language in Kivaa Primary school in Kenya.

Data were collected mainly through the use, questionnaires. The study involved a total of 50 respondents that is; Head teachers, female teachers, male teachers, parents, and Pupils were sampled, these were all involved in the school's activities at different levels.

The study found that, teaching reading helps pupils and teachers to communicate and associate with each other more easily because it involves the recognition of letters, words phrases and clauses and in some esteem, it can be considered a simpler process than intellectual capacity. Understanding on the other hand is a process of agreeing, understanding between the reader and the writer.

In conclusion, it was asserted that the English has many aims; it is a medium of exchange in Uganda, an official language used by pupils in answering examinations both internal and external but its teaching has not been as effective as the study revealed.

Finally, a number of recommendations were suggested that; Teachers should ensure that they use a variety of methods to make reading skills more effective in the education system; more emphasis should be put on the teachers on the teaching of reading skills to pupils in primary schools because of its role in education, Parents or guardians should always work together with the teachers in primary schools to ensure that children are provided with the necessary school requirements because absence of such materials affects their performance.

CHAPTER ONE

1.0 Introduction

This study was undertaken in order to find out the influence of mother tongue and performance of English language in Kivaa Primary school in Kenya; this chapter presents the background to the study, statement of the problem, objectives of study, research questions, scope of the study and significance of the study.

1.1 Background to the study

In the United States, the Centre for Minority Education and Research of the University of California carried out one of the most comprehensive longitudinal studies (1981–91) of bilingual education programs to date. The objective of the study was to determine whether teaching Spanish-speaking students (who had limited English proficiency) mostly in English or in combination with Spanish enabled them to catch up to their native English-speaking peers in basic skills (English reading, language arts, and math). Students in 51 schools across five states were sampled.

The mother tongue is indeed the primary language of learning, as evidenced by the differences between the level of achievement attained by students in the English-immersion programs and that achieved by students in the late-exit bilingual programs. The latter scored significantly higher in the three basic skills. Early transition to English-only programs does not work. Students do not maintain or develop the linguistic and cognitive skills acquired in the first language. Proficient access to the second language can occur via second-language-content classes for the remaining 50% of instruction time. Additive bilingual or multilingual programs, coupled with an integrated approach to the curriculum, provide the best results in the acquisition of both knowledge and competencies in the second language (Ramirez 1994).

There seems to be a consensus in Mauritius on matters of language and education that English should remain a language through which students gain access to different types of academic knowledge. Literacy education for Mauritians in and through the English language is associated with economic advancement and social progress. In a multilingual setting like Mauritius, where French-based Creole, the home language of the majority of the population

and the language of inter-ethnic communication, is equated with being powerless and underprivileged, literacy in the official medium (i.e. English) is regarded as a major key to self advancement as well as empowerment.

In a world with trade barriers being broken, with single markets in areas such as Europe growing, and with economic competition rapidly developing on a global scale, competence in languages, in general, is increasingly important. Those who have multi-linguistic capital may, indeed, be in a position to increase their economic capital. It so happens that English has gained a unique status in this context of the liberalisation of world trade and the globalisation of economy, and it would be foolish not to take advantage of this. The language situation in Mauritius being intimately bound up with the socio-economic realities, success in this society is therefore defined by proficiency in English (and, for that matter, French which is another European language used and taught in schools) in both the oral and the written mode.

Okwany (1993) carried out a study to examine the attitudes of Kenyan high-school students toward the national language, Kiswahili. This study was intended to provide useful information for evaluating the Kiswahili-language curriculum. Okwany used a stratified random approach to select the sample of 483 students from three school types in one province in Kenya. The Attitude/Motivation Test Battery (Gardner and Smythe 1981) was adapted to suit the Kenyan context and was administered to the sample. The questionnaire explored seven dimensions of attitudes toward Kiswahili with respect to gender, ethnic background, and school type. Experienced Kiswahili teachers held focus-group interviews to identify factors that might explain these attitudes. In addition, the study explored the effects of making Kiswahili a mandatory subject.

1.2 Statement of the problem

Wide-ranging education aimed at ensuring that English language in secondary schools is perceived as a prerequisite among students as a way for improving on the students' performance in other languages, studies show that students have not considered English language as an important subject instead they prefer to interpret exams in their mother tongues and this has drastically affected their academic performances at different levels,

1.3 Purpose of the study

The purpose of the study was to find out the influence of mother tongue and performance of English language in Kivaa Primary school in Kenya.

1.4 Specific objectives of the study

The specific objectives of the study will be to;

- i) To find out how mother tongues influence on the students' performance in English language in Kivaa Primary school in Kenya.
- ii) To identify reasons as to why different students with different mother tongues perform differently in English language in Kivaa Primary school in Kenya.
- iii) To classify the different mother tongues in relation to English language in Kivaa Primary school in Kenya.

1.5 Research questions

- i) How do mother tongues influence the students' performance in English language in Kivaa Primary school in Kenya?
- ii) What are some of the reasons as to why different students with different mother tongues perform differently in English language in Kivaa Primary school in Kenya?
- iii) What are the different mother tongues in relation to English language in Kivaa Primary school in Kenya?

1.6 The Scope of the study

1.6.1 Geographical Scope

The study was carried out in Kivaa primary School in Masinga division, Yatta district -Kenya and it will considered, because it was nearer and easy to get to by the researcher in terms of transport.

1.6.2 Period Scope

The study lasted for a period of at least two months and will focus on the usage of mother tongues in relation to English language towards academic performance between 2004 and 2008.

1.6.3 Group of people

The study population ranged; from staff members from the selected school and the pupils within the respective school. Most of the respondents comprised of school teachers.

1.6.4 Subject scope

This study covered the relationship between influences of mother tongues as an independent variable in relation to the performance of learners in English language as a dependent variable.

1.7 Significance of the study

The findings of the study will assist the English teachers and head teachers in different schools concerned with the teaching in English, researchers and policy makers like, district councillors, District education Officers who play a fundamental role in promotion of education programmes in the district and other parts of the country.

To the government of Kenya, it will help policy makers at both local and national levels in planning, monitoring and evaluation Education programmes especially to the Ministry of Education and Sports.

As a student of education, I am optimistic that the research findings will to a large extent enhance my career in researching and enable me to have a practical approach in answering language related problems, as the course necessitates.

The study will also be useful to other researchers in the field of education especially teachers and students pursuing bachelors in education specializing in English who would wish to expound on the area of languages to obtain a foundation in the form of literature review like the institute of languages in other universities besides KIU.

From suggestions and recommendations, teachers would identify areas that need special attention, and use recommendations given for effective teaching or applications.

Learners who previously were ignored by teachers due to their mother tongues would benefit from efforts that teachers would put, to make them acquire knowledge since they will be able to write and speak English; as teachers would use recommended teaching methods that benefit specific groups of learners.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, a review of some literature how mother tongue and performance of English language in secondary schools in Kenya and else where in the world was made. Specific interest areas will be made on the specific objective of the study that is; i) to find out how mother tongues influence on the students' performance in English language, ii) To identify reasons as to why different students with different mother tongues perform differently in English language, iii) To classify the different mother tongues in relation to English language and its processes was given. The chapter reviews the works of other scholars who have written about the topic of the study or those who have addressed similar issues as those of the variable that was available in the study.

2.1 How mother tongue influences on the students' performance in English language

The politics of English education has thus created a caste system of languages - which is Eurocentric and discriminatory-by relegating home languages to an almost non-existent position in the school curriculum. Moreover, an educational policy which establishes the languages to be used as a medium of education at primary, secondary and university level is a key factor in determining how successful speakers of the lesser used languages are within the education system. While modern social and economic systems require certain kinds of language competence, they simultaneously create conditions which ensure that vast numbers of people will be unable to acquire that competence.

With English taking up an important position in the Mauritian educational system, it has become one of the most powerful means of inclusion into or exclusion from further education, employment, or social positions. Ngugi (1986) describes his experiences in Kenya, where English became 'the main determinant of a child's progress up the ladder of formal education'.

Studies reveal that, in general, the students had a positive integrative attitude toward Kiswahili (that is, desire to belong to a given linguistic group), irrespective of the type of

school attended, ethnic background, or gender. The study also revealed that this attitude was related to factors both external and internal to the classroom environment. It was concluded that the three most revealing dimensions of the students' general attitude toward Kiswahili, out of the seven dimensions considered, were a desire to learn the language, perceived parental influence, and degree of motivation.

In Kenya, however, this level of mobilization and careful planning was absent (Okombo 1996). The policy environment was not managed, and as a result, the 1976 catchment-area policy is being de facto replaced by a policy formulated by the Ominde Commission of 1964. English is increasingly becoming the LoI throughout the education system; Kiswahili has consolidated its status as a compulsory subject; and mother tongues have lost ground as LoIs (Bamgbose 1991).

Although Kiswahili is supposed to be the LoI for training primary-school teachers, most of the materials used at the teachers' colleges are in English (Msanjila 1990). More serious still is the problem that the trainers of the primary-school teachers (that is, the tutors in the teachers' colleges) are trained in English at the University of Dar es Salaam, although they are supposed to train the teacher trainees to teach in Kiswahili (Roy-Campbell 1992).

Differences in students' attitudes were associated with school type and ethnic group. Students in private commercial schools consistently exhibited more positive attitudes toward Kiswahili, followed by those in public schools and those in private schools for the elite. Although all students exhibited positive attitudes toward Kiswahili, those whose home languages were in the Bantu language group invariably showed more positive attitudes than the others. The study also determined that making Kiswahili compulsory not only heightened the motivation for learning it but also enhanced its general status.

According to Rubagumya (1993), secondary-school students admit that they understand their teachers better when teaching is carried out in Kiswahili, but the majority of these students still think that English should be maintained as the LoI. Roy-Campbell (1992) also noted that many students resist the change of LoI from English to Kiswahili because they assume that English is the best medium for science and technology, even though Kiswahili is the de facto medium of instruction in many schools. Such an anomaly, argued Roy-Campbell, can be seen as an indication of where the locus of power is perceived to be in society.

2.2 Relationship between mother tongue and English as a language towards performance

The cognitive and academic performance of the students in the project schools was better than that of their counterparts in the mainstream schools. Pupils educated in Yoruba (the mother tongue) throughout the 6 years of primary education were no less proficient in English than pupils educated in English during the last 3 years. The gains that children reportedly made when instructed in their mother tongue fell into various categories-cultural, affective, cognitive, socio psychological, pedagogic, etc. (Akinaso 1993).

It is, however, necessary to note Akinaso's (1993) remarks regarding these results. The following words put the cautionary message most clearly: the results of the [Ife] project were compounded by a combination of several non-linguistic factors, including curricular changes; the use of new course materials; the use of experienced teachers for whom additional training was also provided; changes in classroom practices; and greater attention than usual (especially in English Education) to experimental classes.

In Mali, in 1985, a similar attempt was made to test the cognitive gains of students in experimental schools who had their mother tongue as the LoI. A comparative longitudinal study using relatively small and skewed samples was done. One hundred and fifteen students in the experimental schools were compared with 340 students in French-based schools at the same level (first grade) over 6 years: 46.1% of the cohort in the experimental schools made it to the sixth grade without repeating a grade, but this was true of only 7.5% in the French-based schools (MEB 1996). Despite its methodological weakness, this study points to the use of mother tongue as a factor reducing the repetition of grades.

In Kenya, Cleghorn et al. (1989) carried out a 2-year study in which they observed more than 100 English, Swahili, and science lessons taught in three Kenyan schools. The objective of this research was to assess the impact of language policy and science instruction in Kenyan primary schools.

The schools were chosen to represent the actual LoI practices in Kenyan schools, based on the policy outlined in mother tongue. As the researchers explained (Cleghorn et al. 1989), the

three schools in which this study was carried out provide models of Kenya's varied language conditions: one [school 1] was an urban school where instruction was in English from the start; the second [school 2] was a peri-urban school where English and Kiswahili—two second languages for most pupils — were used as the initial media of instruction; the third school [school 3] was located in a rural district where Dholuo [Luo], the local vernacular, was the third initial medium of instruction. In the first two schools most instruction in the upper primary level [grades 4–8] was in English, but in the third school, Luo was used quite freely for giving explanations and the like well past standard 4 [fourth grade].

2.3 Classification of different mother tongues in relation to English language

One of the major findings of this study was the following (Cleghorn et al. 1989, p. 27) English, mathematics, science and Swahili examination results show that school 1 students achieved higher scores than school 2 or school 3 students, but school 3 students achieved higher scores than school 2 students in all subjects except Swahili. Although this study seems to cast doubt on the role of the mother-tongue LoI in cognitive development, what it actually does is point to a possible combination of nonlinguistic factors that may explain the differences in results obtained by the three schools. These factors may include curricular changes; new course materials; trained, experienced teachers; and new methodologies. It should also be noted that English is a mother tongue for many urban Kenyan children.

Baker (1972) argues that English, French and Creole have become associated with knowledge, culture and egalitarianism respectively, while the Oriental languages which include Bhojpuri, Hindi, Urdu, Tamil, Telegu, Marathi and Mandarin, are largely identified with what may be termed 'ancestral heritage'. In the above censuses, it is significant to note that the instructions relating to 'mother tongue' which accompanied the census forms read as follows: 'Mother tongue' - The language spoken in your home during your early childhood. You may not necessarily have spoken or speak the language at present'. It is thus clear that the term 'mother tongue' means something quite different from the definition 'one's native language' and it is this writer's experience that many Mauritians of Asiatic origin understand 'mother tongue' to mean a language spoken by one's ancestors at the time of their arrival in Mauritius. It is therefore safe to assume that the oriental languages are, in fact, 'ancestral' languages and are by no means primary or first languages for Mauritians. According to Baker (1972), egalitarianism is generally a more important matter than 'culture', 'knowledge' or

‘ancestral heritage’, which explains why, in practice, Creole, has been adopted as the language of everyday use by almost all Mauritians.

The vast majority of Mauritian learners are taught English in what has been called an ‘acquisition poor environment’ (Tickoo 1993) and, as a result, the language does not become a usable means of communication. When Mauritians speak of receiving their education through the English medium, it is a different scenario from the type of education that people in India, anglophone Africa and Caribbean countries receive. These areas can be referred to as ESL countries, i.e. where English plays the role of a genuinely second language, where it plays a ‘social’ role in the community and functions as a recognised means of communication among members who speak some other language as their mother tongue. The peculiar sociolinguistic situation of Mauritius, marked by a multiplicity of languages, affects the motivation to learn English in the classroom.

In South Africa, a study was made in 1990 of a transitional bilingual program, the Threshold Project. In this project, the LoI shifted from the mother tongue to English at the third grade. The objective of the study was to test the cognitive development of the children in that program. According to Luckett (1994, p. 5), "pupils could not explain in English what they already knew in their first languages; nor could they transfer into their first languages the new knowledge that they had learnt through English."

The main conclusion of the study was that bilingual programs that shift the LoI from the mother tongue to a second language before children reach a certain age or level of cognition-what Cummins (1979) called cognitive academic language proficiency-will result in failure (Luckett 1994).

So far, no research has been done in Tanzania to show whether, at the primary-school level, the cognitive development of children whose LoI is Kiswahili is better or worse than that of children whose LoI is English. However, research in Tanzania has clearly shown that, at the secondary-school level, teaching in Kiswahili has a cognitive-development advantage over teaching in English (Mlama and Materu 1978). It was shown, for instance, that when students are asked a question in English, the answer is often incoherent and irrelevant, showing lack of understanding of the question or an inability to answer in English. When the same question is asked in Kiswahili, students give a relevant and articulate answer. One may conclude that this

is also the case at the primary-school level, perhaps to a greater extent, as pupils at this level have had even less exposure to English.

Standards of primary-school education in Tanzania have been said to be falling, but this has not been demonstrated as being a result of using Kiswahili as the LoI. Mvungi (1974) stated that the falling standards were due to other factors, including poorly trained teachers, inadequate facilities, and lack of motivation among teachers because of poor pay.

2.4 Knowledge gap

Much as Ngugi (1986) describes his experiences in Kenya, where English became 'the main determinant of a child's progress up the ladder of formal education', Rubagumya (1993) argues that, secondary-school students admit that they understand their teachers better when teaching is carried out in Kiswahili, but the majority of these students still think that English should be maintained as the LoI. However, Roy-Campbell (1992) also noted that many students resist the change of LoI from English to Kiswahili because they assume that English is the best medium for science and technology, even though Kiswahili is the de facto medium of instruction in many schools. Such an anomaly, argued Roy-Campbell, can be seen as an indication of where the locus of power is perceived to be in society.

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CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

In this chapter, the researcher highlighted on the research design, research area, population size, research instruments, data collection methods that will be used, data analysis and validity and reliability of data.

3.2 Research design

The study used a combination of both qualitative and quantitative research design for the purpose of making valid conclusions.

3.3 Area of the study

The study was conducted in three schools, and these include; Griftu Boys secondary school, Hon. Khalif Girls' S.S and Furaha Mixed S.S and examined out how mother tongue and performance of English language in some selected secondary schools.

3.4 Population of the study

The study population ranged from staff members from the selected schools and the students within the respective schools. Most of the respondents comprised of pre-school teachers.

3.5 Sample procedure

The study used both random sampling and purposive sampling procedures. Purposive was used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected.

3.5.1 Sample size

The respondents were randomly selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 50 respondents.

This was intended to get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.6 Data collection methods

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding how mother tongue and performance of English language, by reading newspapers, journals, and text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods;

3.6.1 Interviews

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely:

Structured interview in which the responses by the participants were brief and specific.

Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual.

The researcher carried out interviews with teachers and head teachers, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also has an element of flexibility. These persons were interviewed individually so as to get independent answers.

3.6.2 Observation

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation was used in three main ways, namely;

Naturalistic observation: Here, the presence of the researcher is not known. He hides himself

Passive observation: The presence of the researcher was known but his role in the activity was hidden. He was not participating at all.

An active observation: The presence of the researcher was known to the participants. The observer played a leading role to bring out information.

3.6.3 Questionnaires

This is the discussion in written form whereby the responses of the participants are put on paper provided by the researcher, the questionnaire was in two forms, namely:

Open-ended questionnaire in which the responses by the participants are free according to their understanding.

The close-ended questionnaires in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These included; staff members and some students. These had guiding questionnaires which the researcher gave to individual respondents to fill. The researcher gave some two days to respondents to study and fill the questionnaires. He requested the respondents to ask for clarification where they were not understood.

3.7 Reliability and validity

In order to ensure and maintain a high level of reliability and validity in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which are open ended in nature by use of questionnaires from the staff members, and head teachers. The questions set had enough space to give appropriate responses. Close ended questions were also used.

3.8 Procedure for data collection

After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the L.Cs Katse zone Mwingi district-Eastern province, who later introduced him to different L.CI officials who assisted him to make sampling frames with the help of other relevant respondents. The

researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were for about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents preceded by a briefing about the purpose of the questionnaires and asked to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was carried out by the researcher.

3.9 Data processing

3.9.1 Editing and spot checking

The researcher edited and spot checked during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent.

Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.9.2 Coding

This ensured that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis.

3.10 Data analysis

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables and be calculated in terms of percentages and presented in this study.

3.11 Anticipated Limitations of the study

In the process of carrying out this study, a number of constraints were encountered. These constraints hindered the speed at which the study will be carried out. These will include;

- (i) There was insufficient time as the study was demanding
- (ii) Financial resources were inadequate since the university was not in position to facilitate the researcher with funds for typing, binding and other expenses like transport fees when visiting the area of investigation.
- (iii) There was mounting pressure from the administration for students to complete the research on schedule which affected the quality of research.
- (iv) Inadequate record keeping by the concerned school authorities about mother tongue in relation to English language towards students' performance.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.2 Introduction

This chapter shows how the collected data was analyzed and interpreted. The data filled in the questionnaires was copied and analyzed by tallying it and tabling it frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages. The recoded data was later edited and later interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables, pie-charts and bar-graphs which was calculated in terms of percentages and presented in this in relation to the research questions.

A total of 50 respondents were used in the study, these included 15 pupils and 25 teachers within the schools this was intended in order to make the study a reality.

4.2 BACKGROUND INFORMATION

Table 1; showing respondents' Gender

Gender	Frequency	Percentage %
Male	20	40
Female	30	60
Total	50	100

Source: Primary data

From table 1 above,, it was found out that, the majority of respondents were females 60% implying that they are the ones who actively participated in the study where as 40% were males.

Table 2; showing classification of respondents by age

Age	Frequency	Percentage %
12-14	16	32
15-18	20	40
19-23	07	14
24 and above	07	14
Total	50	100

Source: Primary data

Table 2 shows that the biggest percentage of the interviewees were in the age bracket of 15-18 years as showed by 40% while 32% of the interviewees were in the age bracket of 12-14 years, this implies that majority of the respondents were secondary school students and 14% represents respondents in the age brackets of 19-23, whereas 14% of the respondents were 24 and above years as portrayed in table 2 above.

Table 3; showing respondents' level of education

Education level	Frequency	Percentage %
Primary	25	50
Secondary	05	10
Diploma	15	30
Degree	03	06
Others	02	04
Total	50	100

The majority of respondents 50% were still in primary, then 06% of respondents had had attained a degree level where as 10% of the interviewees were secondary drop-outs, diploma whereas the others 04% had attained other qualification in the table 3 above

Table 4; showing respondents' marital status

Marital status	Frequency	Percentage %
Single	25	50
Married	15	30
Divorce	6	12
Widower	4	8
Total	50	100

Source: primary data

From table 4 above, 50% of the respondents were single whereas 30% of the respondents attributed to be married officially. 12% of the respondents attributed to be divorced while 8% of the respondents were widows.

Teachers' role in supporting learners with problems in mother tongue in relation to the performance of learners in English Language

Response	Frequency	Percentage
Encouraging learners	2	66.67%
Remedial teaching	1	33.33%
Showing love	2	66.67%

From the above illustration, the researcher noted that 66.67% of the sampled schools, teachers encourage schools with mother tongue problems, 33.33% encourage remedial teaching while 66.67% encourage teachers to show love to the learners with mother **tongue problems**.

The number of teachers in the sampled schools

RESPONSE	FREQUENCY	PERCENTAGE
Trained	26	100%
Untrained	-	-
Males	18	69.23%
Females	8	30.77%

From the illustration the researcher found out that 26% in the sampled schools, 18 male and 18 females and all of them have undergone primary school teacher training. The percentage represented by males and females are 69.23% and 30.77% respectively.

What qualification attained by those who are trained?

Category	Frequency	Percentage
Diploma	1	3.85%
Certificate	0	-
3 months course	0	-
Seminars	2	7.69%

From the above illustration the researcher found out that one teacher had attained diploma SNE and two other teachers have attended seminars in SNE. This represents 3.8% and 7.69 respectively.

How effective are the teachers? According to the head teachers

Response	Frequency	Percentage
Very effective	0	-
Effective	3	100%
Not effective	0	-

From the above analysis it shows that teachers are effective in handling learners with mother tongue problems in relation to the performance of learners in English Language.

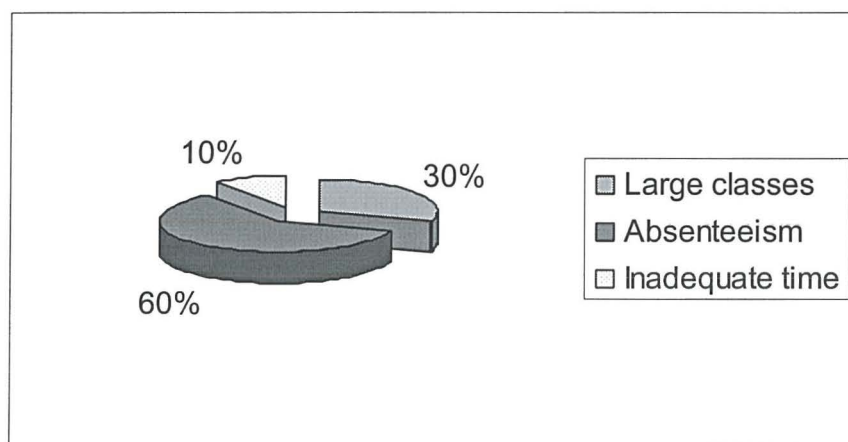
Do teachers experience Problems while handling learners with mother tongue problems in relation to the performance of learners in English Language?

Category	Frequency	Percentage
Yes	3	100%
No	0	-

From the above analysis it shows the teachers are effective in handling learners with mother tongue problems in relation to the performance of learners in English Language in the sampled schools.

The researcher found out that all the teachers in the sampled schools have problem while handling learners with mother tongue problems in relation to the performance of learners in English Language.

If yes, what are the problems?



The researcher noted that the main problems in the sampled schools are large classes, whereby the teachers are not able to give adequate information in English', absenteeism and inadequate time.

Do teachers prepare teaching materials to help in teaching learners with visual impairment?

Category	Frequency	Percentage
Yes	0	-
No	3	100%

From the analysis it shows that teachers prepare teaching materials in the sampled schools. From the above illustration the researcher found out that teachers do not prepare enough teaching materials.

If no, what effort are how making to ensure that teachers are making them?

Category	Frequency	Percentage
Guiding	1	33.33
Encouraging	2	66.67%
Providing materials	0	-

From the above illustration the researcher found out that one head teacher that 33, 33% guides his teachers while preparing learning materials while two head teachers representing 66.67% encourages his teachers to prepare the teaching materials.

What are your comments as patterns in difficulties encountered by the teachers handling learners with mother tongue problems in relation to the performance of learners in English Language?

Here the researcher wanted to find out the head teachers stand as pattern in a problems faced by teachers. It came out openly that teachers need support from all the stakeholders.

What can you say about inclusion of learners with mother tongue problems in regular class?

Category	Frequency	Percentage
Difficult	1	33.33%
Time wasting	1	66.67%
Providing	0	-

This illustration shows that the head teacher from each of the sampled schools had different options as pertains to inclusion of learners with language problems in regular class.

What are your comments on provision of materials to assist in teaching learners with mother tongue problems in relation to the performance of learners in English Language?

Category	Frequency	Percentage
Teachers improvise	2	66.67%
Bought	1	33.33%
Expensive	1	33.33%

From the analysis it shows that teachers have different view s concerning the provision of materials favor teaching learners with mother tongue problems in relation to the performance of learners in English Language in the sampled schools. 2 representing 66.67% said that

teachers should improvise, one representing 33, 33% suggested that the materials should be bought while another one representing 33.33% argued that they are expensive.

QUESTIOARES TO BE FILLD BY THE REGULAR CLSS TEACHERS

The researcher sent two questionnaires to each of the two sampled schools. All the questionnaires were fully filled and met the researcher's deadline and they were ready to be analyzed.

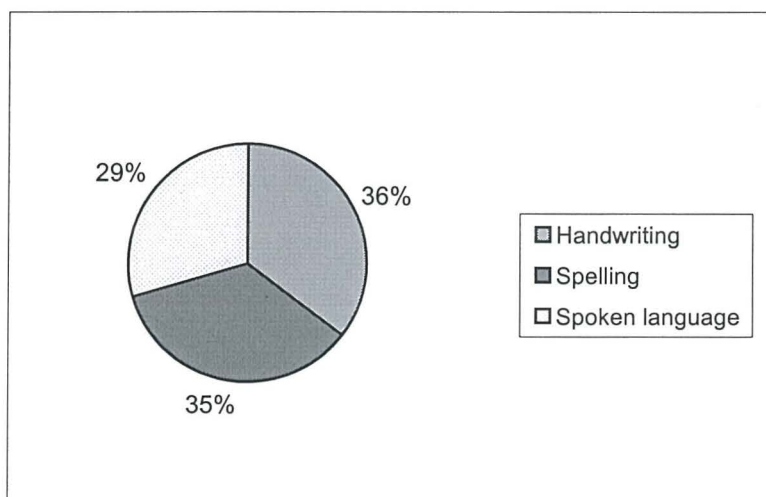
Have been trained in the field of mother tongue problems in relation to the performance of learners in English Language?

Response	Frequency	Percentage
Yes	1	16.67%
No	5	83.33%

From the analysis it shows that there is only one teacher out of six who have received special needs educational training.

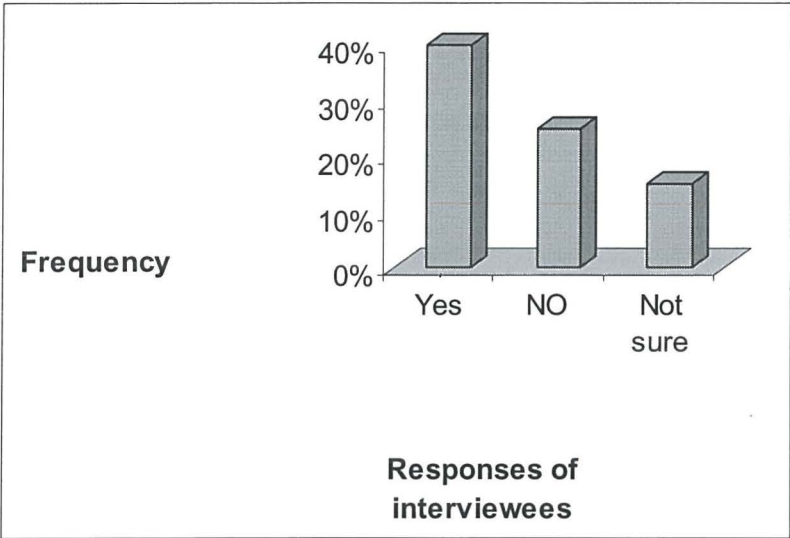
Do you have learners with mother tongue problems in relation to the performance of learners in English Language? If yes, specify?

From the analysis it shows that, here are learners with language problems in the schools where the study was conducted from.



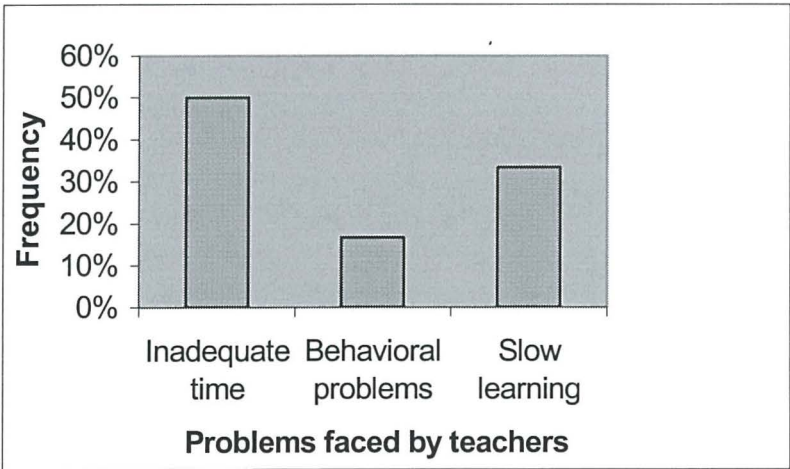
It shows that all the areas given by the researcher, learners in the sampled schools have difficulties in all except in one school where there was no difficult in spoken language as illustrated in the figure above.

Do you experience any problem while handling learners with language problems?



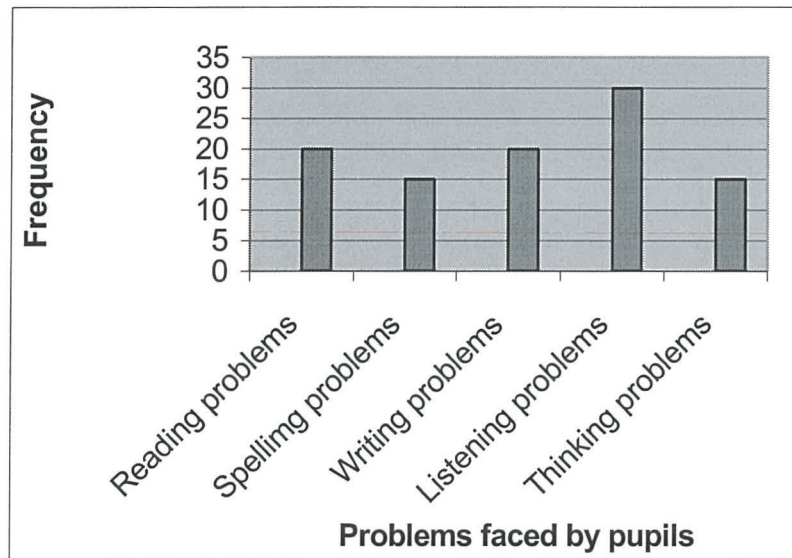
From the analysis it shows that all the biggest percentage of the respondents attributed to yes as showed by 40% that they are faced with problems when handling learners with mother tongue problems in relation to the performance of learners in English Language while 25% disagreed with the statement and surprising said that they are not sure as portrayed in the figure above.

If yes what are the problems



From the illustration the researcher found out that 50% of the respondents faced the problem of inadequate time, 16.67% faced the problem of behavior while 33.335 had problems of slow learners.

Problems faced by pupils with mother tongue problems while in class



How do you assist learners in and out the class?

RESPONSE	FREQUENCY	PERCENTAGE
Peer teaching	5	83.33%
Task analysis	3	50%
Remedial teaching	5	83.33%

The analysis shows that 83.33% use peer teaching, 50% use task analysis and 83.33% of the respondents in the sampled schools use remedial teaching.

Learners with mother tongue problems should be included in the regular class.

RESPONSE	FREQUENCY	PERCENTAGE
Agree	4	66.67%
Disagree	2	33.33%
Strongly disagree	0	0%

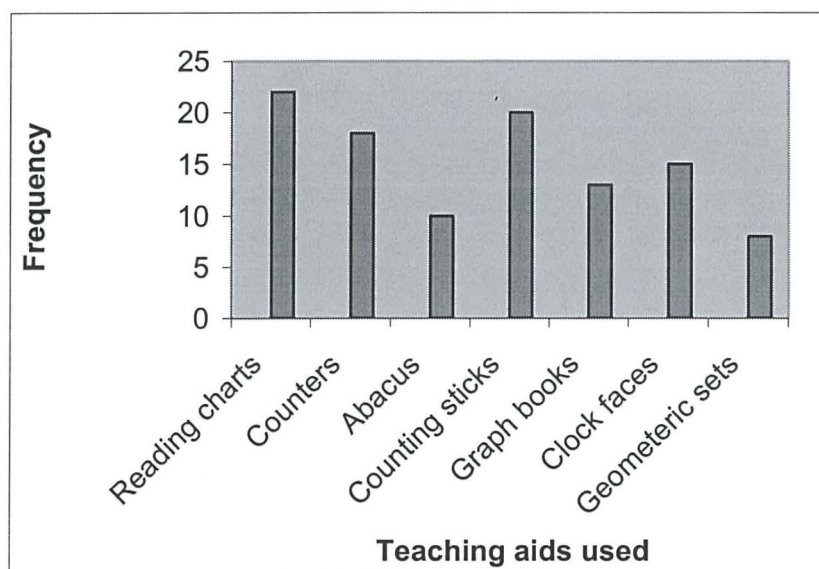
From the illustration the researcher found out that 66.67% of the respondents agreed that learners with mother tongue problems in relation to the performance of learners in English Language should be included in regular classes, 33.33% disagreed while nobody strongly disagreed.

In your own opinion what do you think should be done to assist the learners with mother tongue problems in relation to the performance of learners in English Language?

RESPONSE	FREQUENCY	PERCENTAGE
1. Train teachers		
2. Offer adequate materials		
3. More attention		

From the above analysis it shows that the respondents have varying opinions on how learners with specific disabilities can be assisted. 50% suggested that teachers should be trained to equip them with the right skills. 83.33% were of the view that adequate learning materials should be offered whereas 66.67% suggested that more attention is necessary so that these learners may be assisted.

Teaching resources employed by teachers teaching learners with visual impairment in mathematics mother tongue problems in relation to the performance of learners in English Language



Source: Primary data

During the field survey, it was witnessed that, the biggest percentage of the respondents attributed to reading charts as represented by 22% on the graph, followed by counting sticks represented by 20% whereas the least percentage of the respondents said that, geometric sets as showed by 8% as illustrated in the figure above.

CHAPTER FIVE

SUMMARY OF KEY FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter looks at the discussion of the findings, summary, conclusions and recommendations that can be adopted in order to solve the negative effects of lack of teaching materials on pupils' learning of reading skills in English in primary schools in the District.

5.1 Summary of key findings

This study focused on the effect of lack of teaching materials on pupils' learning of reading skills in English in primary schools in the District and the study was considered to be necessary because not much had been accepted out in view to reading towards pupils' learning in English more so in the District. This condition has shaped a state of low reading skills among pupils in primary schools. Consequently the presentation of this chapter is in line with the research questions.

5.2 Discussion of the findings

On this research question, the study found out that the teaching materials help pupils to interpret and pass their examinations which are set in English for the pupils. The researcher also discovered that reading is a process of appreciation, understanding and perception of written or printed materials. Reading skills help the pupils to understand the meaning of written materials and covers the alert strategy that lead to understanding. The aims of reading skills according to the teachers 70% revealed that they are many and 30% attributed that much as the aims of teaching reading skills are many, the minority of them essentially use them.

Teaching reading helps pupils and teachers to communicate and associate with each other more easily because it involves the recognition of letters, words phrases and clauses and in some esteem, it can be considered a simpler process than intellectual capacity. Understanding on the other hand is a process of agreeing, understanding between the reader and the writer.

The study findings closely tally with Wendy's (2003) who found out that improving the school readiness and literacy skills to children (pupils) is an essential goal of the parents taking children to school preface findings of the 4 year national evaluation of the teaching process revealed that participating children who had no prior pre- school experience double the expected developmental growth rate. These findings suggest that as children enter the public schools they are more likely to know the basic concepts and pioneers of kindergarten skills than would have with the absence of the programme.

Grant (1988) also observed that in the family literacy standard, parents work on foundation of academic and parenting skills while their children attend pre-school class. Follow up studies of pre-school participants who were at risk of failure when they enrolled in the family literacy programme showed that primary grade pupils performed above average on variables such as academic performance, motivation to learn, attendance and probable success in school .90% of the school children who knew how to read were rated as not considered at risk for school failure by their current teachers.

Research indicates that the sequence of failure starts early in child's school career. Stanovic (1986) argues with good evidence that children who encounter problems in the stages of learning to read fall farther and farther behind their peers. Longitudinal studies (Juel 1988) reveal that there is an early 90% that a child who is a poor reader will always remain a poor reader at the end of any grade. As they move through the grades, poor readers are opted to experience continued failure and defeat which may account for the tendency of low achieving learners to drop out of school.

5.2.2 Research question two: To what extent does lack of teaching materials affect pupils to learn reading skills in English language?

The researcher found out that teachers in primary schools use a variety of methods in the teaching and learning of English in primary schools. This is because reading trains pupils in literal comprehension, which consist using two types of to enable learners to know how to read. The tasks include recognition and recall tasks. Recognition tasks require the pupils to identify the main points in regarding selection or the exercise that use the explicit content of the reading selection

The study finding was in-line with Nduhukaire et al (1998) who pointed out why pupils succeed or fail in schools as one of the most enduring questions which teachers ask themselves while teaching pupils how to read and write. As salient findings from traditional research on both adult education and early childhood intervention programmes that the mothers' level of education is one of the important factors influencing children's reading levels and other school achievements. Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school.

On the other hand demand the pupils to produce from their memory explicit statements from selections. Such tasks are often in form of questions that teachers pose to pupils after reading the text.

Muwonge K (1989) points out that integrated approaches involve linking various aspects of social studies and even some from outside the subject to make learning complete and meaningful, they also involve linking what is already known to new knowledge to create logical progression in learning; the subject is taken as one and treated as such since this approach involves various aspects in the teaching of the reading skills.

Similarly, and McDonald (1998) also found out that there are many methods of making pupils learn effectively. Their observations were that children of mothers with high levels of education stay in school more than the children of mothers with low levels of education. The National Assessment of Education Progress (NAEP)(2004) data provide some evidence supporting the traditional interpretations of children's academic success that focus on gross measures of parent's education attainment.

5.2.3 Research question three: What are the possible means and ways of improving quality and quantity of teaching materials to instill reading skills in English language?

The study finding is in line with the researcher's observation that the effectiveness of teaching methods applied by teachers is associated with teacher's ability to classrooms if you want to help children with their skills of reading English, it is important to help them to read books that are appropriate to their levels and abilities.

However, the effectiveness of the methods depends on the learners' attendance and the kinds of rules and regulations in primary schools. Primary schools whose administration policies are tight, teachers teach reading skills more frequently as compared to schools which have loose administrations Ijioma (2003).

Furthermore, the researchers found out that the learning atmosphere in the selected primary schools has a say on both the teachers and the pupils. In schools which have enough reading materials, pupils and teachers use them more than in a situation where the reading materials are not available Griffin, (1998).

At times to allow children to read books that are relatively easy for them, conceivably the ones that they have read earlier than the recent. This will give them a feeling of contentment and confidence especially if they can manage to read a whole book by themselves. Check on the confidence of the children, as it is vital in helping their reading skills. Children just like adults, like to look at a book before deciding whether to read or not to read it. Even after the child has started, he or she may find it too difficult or simple for him or her and so discards it and looks for another.

This study investigated the effects of lack of teaching materials on pupils' learning of reading skills in English in primary schools. The study was carried out in the District. Much as teachers of English use a variety of teaching methods in teaching reading skills, the provision of the necessary learning materials, by both the parents and the government is still very low. Chapter one encompassed the introduction , statement of problem purpose, objectives research questions, scope and significance of the study, themes, chapter three highlighted on the research methodology, chapter four involved presentation analysis and interpretation of the study where as chapter five stared at the summary, conclusion and recommendations.

5.3 Summary

During the study it was witnessed that the effect of lack of teaching materials on pupils' learning of reading skills in English in primary schools in the District had a significant impact on the pupils' performance at different levels of learning especially at lower levels because the attitudes of pupils' learning English is more pronounced in lower classes.

5.4 Conclusion

Steaming on the study findings, the researcher concluded that English has many aims; it is a medium of exchange in Uganda, an official language used by pupils in answering examinations both internal and external but its teaching has not been so effective as the study revealed

Many methods that exist are necessary for teaching reading skills to pupils in primary school but teachers of English do not use all of them. Parents in socio economic status in the District could enable them to meet their children's requirements at school but due to the fact that they have low levels of interest in investing in education, some parents or guardians completely fail to provide pupils with the necessary school requirements.

5.5 Recommendations

- Teachers should ensure that they use a variety of methods to make reading skills more effective in the education system.
- More emphasis should be put on the teachers on the teaching of reading skills to pupils in primary schools because of its role in education.
- Parents or guardians should always work together with the teachers in primary schools to ensure that children are provided with the necessary school requirements because absence of such materials affects their performance.
- Teachers should also put more interest in learning how to read because no child can be in position to pass when he or she can not read or interpret the set questions.

5.6 Areas for further research

The study explored the effect of lack of teaching materials on pupils' learning of reading skills in English in primary schools in the District. The structure of the study was infra-firm, as it focused on the pupils and teachers of the primary schools

To expand the scope of teaching materials on pupils' learning of reading skills in English in Uganda there is therefore a need to conduct other studies in the following thematic areas:

- i. A study exploring the kind of teaching materials being used as product of modern instructional components of the teaching skills.
- ii. A comparative analysis of the costs of teaching and learning skills for all Ugandans and how they influence pupils' performance in the country.

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QUESTIONNAIRE TO TEACHERS OF KIVAA PRIMARY

SCHOOL IN YATTA DISTRICT

Introduction

Dear respondent,

I am a student of Kampala International University conducting a research study as a requirement for the ward of Bachelors Degree in Education. I kindly request you to spare some time and fill this questionnaire. The information given will be used for academic purposes only and will be treated with utmost confidentiality. Your cooperation will be highly appreciated.

QUESTIONS

1) Gender?

a) Female ☐

b) Male ☐

2) Age?

20-25years ☐

26-35years ☐

36-45years ☐

46 and above ☐

3) Level of education?

• Secondary level ☐

• University level ☐

• Post secondary ☐

INFLUENCE OF MOTHER TONGUE ON THE PERFORMANCE IN ENGLISH

LANGUAGE IN KIVAA PRIMARY SCHOOL IN YATTA DISTRICT

4. Is there a way how the mother tongue has influenced the performance of English language in Kivaa primary school in Yatta district?

Yes ☐
No ☐
Not sure ☐

5. If yes in question (4) above, how?

.....
.....
.....

6. Basing on the answers given in question (5) above, comment on the performance of other subjects apart from English?

.....
.....
.....

**REASONS AS TO WHY DIFFERENT STUDENTS WITH DIFFERENT MOTHER
TONGUES PERFORM DIFFERENTLY IN ENGLISH LANGUAGES IN KIVAA
PRIMARY SCHOOL IN KENYA**

7. Are there reasons as to why different students with different mother tongues perform differently in English languages in Kivaa primary school in Kenya?

Yes ☐
No ☐
Not sure ☐

8. If yes in question (7) above, what are the reasons as to why different students with different mother tongues perform differently in English languages in Kivaa primary school in Kenya?

.....
.....

9. Is there a way how different mother tongues can be classified in relation to English language in Kivaa primary school in Kenya?

Yes ☐

No ☐
Not sure ☐

10. If yes in question (9) above, how are the different mother tongues be classified in relation to English language in Kivaa primary school in Kenya?

.....
.....

11. What are the criteria used in classifying the different mother tongues?

.....
.....
.....

Thank you very much your cooperation